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NATIONAL PARENT-TEACHER

The Only Official Magazine of the National
Congress of Parents and Teachers

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The Snowstorm

◊

*Announced by all the trumpets
of the sky,
Arrives the snow, and driving
o'er the fields,
Seems nowhere to alight; the
whited air
Hides hills and woods, the river
and the heaven,
And veils the farmhouse at the
garden's end.*

—EMERSON

Ben Collins—

The President's Message



"Joy to the World"

THE core and key of the Christmas message of two thousand years ago lie in four words flung out to humankind in song. Through long centuries men had been groping and seeking for the answer to their question, "What makes life worth living?" They had caught now and then through breaks and rifts in the clouds brief glimpses of the light they sought. Then at last the Christmas message came from the wide-open sky, giving the answer to age-long questioning and patient search—"Joy to the World."

Humanity still reiterates its old questions—questions that vary in word and expression but that speak the same deep meanings and longings.

How shall we find security?

How shall we learn to understand and wisely use the world of nature so that we may live healthy, fearless, abundant lives?

How may we know the satisfactions of creative work and achievement?

How may we know the fullness and beauty of love and all that it implies—home, family, children, friends?

How may we serve our fellow men, and how shall we learn to live at peace with one another?

How may we find the sources of spiritual strength, how make the world a brighter and better world because of our living?

To arrive at the right answers we must ask the right questions. And always at the root of all these problems lies the fundamental ancient question: "What makes life worth living?"

ONCE AGAIN at Christmas time we find the answer in the laughter and happiness of children, in the love of family and friends, in the satisfactions of service to others; we experience the answer as we identify ourselves with the brotherhood of mankind, and with the eternal and spiritual virtues. The answer to life's quest is "Joy to the World." A hope for humanity for the ages before us lies in the angels' song.

Frances S. Pettengill

*President,
National Congress of Parents and Teachers*

Concerning This Issue

ONE of the most important problems facing parents and teachers today is a problem fundamental to the parent-teacher movement itself. It concerns the preparation of children and youth for living in a democratic society in which they may happily and generously take their places. The problem which faces parents and teachers and all other adults interested in the creation of this more desirable world is to fulfill, insofar as it is possible, the fundamental needs of children and youth, which are in truth the fundamental needs of society.

This issue is an attempt to present and as far as possible to define the fundamental needs of the child. The child's need to be well born and well nurtured, and to be given a chance for normal development; his need for food, warmth, and protection, for love, assurance, encouragement, understanding, and sympathy; his urgent need for constructive work and recreative play, and finally for the satisfying human relations of marriage and family life—these are all considered.

Because parents and teachers have the greatest opportunity to affect the lives of young people, theirs too is the greatest responsibility. It is they who can see that children and youth are provided with encouragement, love, and affection so that unfriendly attitudes may be replaced by cooperative attitudes, intolerance by tolerance and understanding—so that anti-social behavior will give way to social behavior. Thus, this issue is planned to provide direction and inspiration for parents and teachers in their endeavor to fulfill their responsibility, since upon their success depends the future of our society and ultimately of the civilized world.

The Needs of the Child

By LAWRENCE K. FRANK



HE infant's need of food, warmth, and protection against various threats and perils is well recognized. The less tangible but equally important need for emotional security, for reassurance, and for love and affection, is less clearly understood.

Moreover, there is little realization of what the neglect of these emotional needs and of what cruelty and harsh punishment do to the personality of children and to their later adult lives.

It may help us to see more clearly how much the infant must depend upon parental love and affection if we will realize what socialization of the child involves. The familiar process of feeding and weaning, of toilet training, of teaching obedience to the customary rules, are regarded as incidents of childhood which we have all experienced and which are of little significance except when a child fails to learn what is expected. But if we examine these processes more carefully we will see that they involve severe strains upon the young organism and often create serious emotional disturbances.

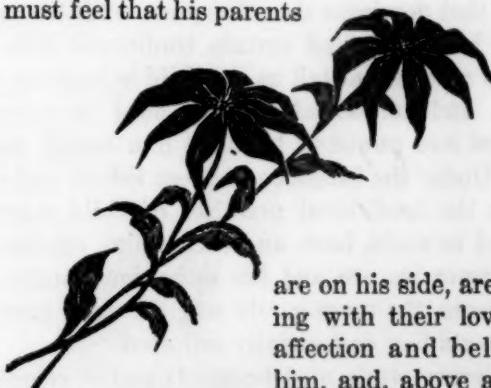
The practises of infant feeding according to a rigid time schedule may impose almost unbearable burdens upon a child who is unable to stand a three- or four-hour interval between feedings. Children differ in their capacity to utilize food, and when a baby is left to cry for an hour of acute hunger he undergoes a period of tensions and unhappiness that may seriously interfere with his whole emotional development. Again it is to be remembered that babies, like all young mammals, need to suck and to be cuddled and mothered. If the infant cannot be breast-fed, which provides both the nourishment and the comforting he needs, he misses something that is of great value to his emotional equilibrium. It should not be forgotten that the infant is wholly dependent and therefore must have confidence that he will be taken care of. When he is deprived of breast feeding and mothering he cannot *feel* confidence in the world and so becomes anxious and tense and fretful. If breast feeding is impossible, bottle feeding while held in the mother's arms and cuddled provides a substitute.

Weaning again imposes strains and stresses upon the baby which can be allayed if he is given ample mothering and affectionate care, so that he will not feel that the loss of the breast or bottle and of opportunity to suck is a punishment or an unnecessary deprivation.

Toilet training brings further occasions for anxiety

and emotional disturbances because the child must give up his physiological autonomy and learn the regularization and control of eliminations. These lessons may involve severe tension that can be allayed if the child is given adequate reassurance, made to feel that he is not being punished or deprived of love because he cannot achieve control immediately. So many children develop a strong feeling of guilt and inadequacy or become emotionally fixated upon eliminations because they have been hurried, driven, and often punished severely while they are trying to learn these extremely difficult physiological readjustments.

Another occasion for anxiety for the child is in learning to manage his emotional reactions. The baby is born with a marvelous capacity for anger and rage which have been of great biological value in the past. When he is frustrated or deprived of what he wants, or is hurt, this physiological process is aroused and he has a tantrum, as he should if he is a healthy, normal infant. But he must learn to inhibit these rages and accept deprivation and frustration if he is to become a member of society. To learn how to manage his emotional reactions is a difficult lesson unless he is helped by his parents. If they scold and punish him and respond with equally strong emotional reactions, he will have difficulty in learning to manage his emotions. What he needs is help from adults to learn how to endure emotion-provoking experiences without being overcome by them. This means that he must feel that his parents



are on his side, are helping with their love and affection and belief in him, and, above all, are patient and tolerant while he learns these difficult lessons.

If the parents treat his emotional reactions as moral problems, as signs of wickedness to be severely punished, they give him no help but rather deprive him of the most important assistance he needs for the ordering of his own conduct.

In similar fashion the lessons in respecting private property and the sanctity of the person involve anxiety for the child because he must learn to refrain from touching or taking or attacking objects and persons that are freely accessible but inviolable. This means that the child is often perplexed and uncertain as to what he can and cannot do. If he makes mistakes, if he tries out situations to see whether they are permissible or not, he needs to be reassured and helped to understand, not violently punished or scolded and made to feel that he is a criminal.

Likewise, when he is being taught the innumerable activities that are considered necessary—such as manners, etiquette, correct speech, the masculine and feminine roles, and similar patterns—he needs to have the situations clearly defined and the appropriate actions plainly described, and then to be patiently helped to learn to perform such actions when required. His ability to learn and his willingness to conform are dependent in large measure upon being approved when he succeeds and reassured when he fails. He must feel that even when he fails he is still loved and enjoys parental confidence in his ability to attain their standards.

IF WE REFLECT upon the foregoing, we will see that the socialization of the child inflicts upon him a series of deprivations and frustrations, involving some drastic physiological readjustments, a number of difficult achievements of conduct patterns that necessitate inhibitions, and the performance of very intricate and subtle actions. None of these are easy. On the contrary, it is evident that these lessons in socialization usually create tensions, arouse anxiety, stimulate anger and rage, build up feelings of guilt, of hostility and resentment. If these tensions, anxieties, feelings of guilt and resentment are not allayed by parental reassurance and affectionate intimacy, they may—and usually do—become persistent feelings toward the world that dominate the subsequent adult life career.

We have inherited certain traditional ideas about human nature that tell us the child is innately wicked, sinful, and anti-social, that he must be sternly disciplined and punished to make him accept socialization. Under the influence of these beliefs and according to the traditional practises of child rearing, we proceed to scold, beat, and coerce him, expecting that the sterner we are and the more dominantly we act as parents, the more surely will the child grow up to be law-abiding and socially adjusted.

But every study of delinquents and of criminals, of the mentally disordered, and of those who are continually engaged in dominating, destructive, or obstructive practises points to their childhood as the beginning of those personality trends which in later life were expressed in these anti-social ways. It is being shown that the emotional life of the child reflects the kind of

parental care he receives and that these feelings aroused in childhood become persistent attitudes toward life. If a child has been cruelly and harshly treated, given severe discipline and punishment, made to feel unloved, unwanted, and unhappy, he can rarely, if ever, manage to become a friendly, cooperative mature adult.

Thus it is becoming evident that the infant and young child have acute needs for the psychological vitamins of love and affection, of patient, tolerant understanding and reassurance, to help them learn these difficult lessons, to encourage them to accept the social life in which they are growing up and to find in living sanely and cooperatively something that will make the achievement of this socially required conduct a sufficient incentive to strive for maturity.

But here a word of warning is needed. Just because stern discipline and harsh punishment are being shown to be undesirable there is a tendency to swing over to a policy of laxness, indecisiveness, and "freedom" for the child. This leads to an equally disastrous fate for the child since he now has no guidance or help in learning to regulate his physiological functions and emotional reactions, to order his behavior and manage his impulses. The child cannot stand "freedom" any more than the adult can, because it exposes him to constant anxiety over what to do and not do. Moreover, he needs help to order his own impulses and to work out a pattern of life in which his unique self can find expression. The child who has vacillating, inconsistent, or overindulgent rearing may be damaged as much as the child who has been given severe discipline.

PERHAPS IF WE could clarify our thinking we could begin to see ways of avoiding these two extremes. We can begin by recognizing that each child differs from all others. He is indeed unique, so whatever we do we must modify rules and routines to suit his peculiar individual needs and capacities. Some children can easily accept weaning and tolerate four-hour intervals between feedings; others need very careful weaning and food at more frequent intervals. Some children learn toilet control easily, while others take longer and need patience and much reassurance. Throughout the whole range of child rearing these differences are to be recognized and taken into account. The individual must not be hurried beyond his individual rate of development nor held back when ready to move on to another stage of maturation.

But one thing we can say of all children: they need to be loved and reassured, given encouragement and understanding, sympathetic help in meeting the requirements of socialization and in developing a sane, integrated personality. When we realize that the personality of the child and his feelings toward life and people, as he develops these in early childhood, will ordinarily persist throughout his whole life, we begin to

see how crucial these early years are for the future social life. We need only remember that underneath the outer mask of adult size and dignity, behind the official position, rank, or prestige of the grown-up man or woman, there is always a little boy or little girl, still living over the hurts, the injustices, the unhappiness of a forgotten childhood. It is these little boys and little girls who run our social life and create the social problems and difficulties we suffer from—not because they are deliberately wicked, sinful, selfish, or anti-social, but because they are dominated by these childish feelings which govern their lives and direct their conduct. Usually they are unaware of the long forgotten occasions for the resentments and anxieties that so potently influence their present lives; but as we gain insight into personality development and trace back the individual's adult career to these early emotional experiences, we can see how the need to "get even" with

parents and teachers, to build up defenses against early anxieties, to atone for guilt over childish misbehavior, are all operating as effectively as if the individual were indeed a little boy or little girl.

To parents and teachers today is presented an opportunity to build a saner, happier future for the individual and for our society by meeting the needs of children as each individual child feels them. We have learned to recognize the need for adequate nutrition, for sleep, for the physical growth and health of the infant and child. Today we are asked to enlarge our conception of the needs of the child to include his personality and emotional needs, especially his acute need for love and affection, for firm but patient teaching, and, above all, for understanding help in meeting the requirements of socialization—which the child needs as much as does society.



WORDS FOR CHRISTMAS

*Now lift your eyes to heaven
Where God's own candles burn;
May every one that wanders
His footsteps homeward turn.
And may our hearts be mended
That once no thought could heal,
As over all, like incense,
The joys of Christmas steal.*

*May hearths be warm and cheery;
May thoughts of those away
Be tender and unscarred by grief
This newest Christmas Day.
May all our thoughts be happy
Because of Him who came
To earth at this glad season
And blessed us in His name.*

ELEANOR ALLETTA CHAFFEE

The Citizen Goes to School

By HAROLD E. JONES

WILL the United States be a democracy in 1960? Ask this question of any representative group of American parents or teachers, and you will probably get such answers as these:

"Our country has been a democracy for a century and a half; it will remain democratic for a long time to come." "In 1960 the central government may hold greater powers, but only with the consent of the people." "America is not afraid of losing popular rights; autocrats succeed only in countries which have never really been democratic." Undoubtedly most of the readers of this magazine believe in Democracy, believe that Democracy will continue. To be sure, our complacent faith in the future has had a number of extremely rude shocks since 1914. When we became convinced that German imperialism threatened our way of life, we joined in a war to make the world safe for Democracy. This war, and the ensuing peace, had the principal effect of developing golden opportunities for dictators, whose subsequent maneuvers have made gas masks a household necessity in Europe. It is difficult to think consecutively about Democracy when wearing a gas mask.

Americans, viewing this troubled scene, are inclined to feel aloofly superior. We argue that Europe has gone psychopathic, that we are safely out of it and will stay out. We will keep our liberties, our Constitution, our free speech and right to vote, no matter what happens in foreign countries. Above all, we will continue to teach our children that Democracy under the American flag is the best protection against tyranny.

In much of this, we are—to be perfectly frank—merely whistling to keep our courage up. From time to time we pause uncertainly to face questions we would much rather not have to consider. Toward these questions our attitude is, "Why bring that up?" and yet we know that these issues cannot be sidestepped.

PERHAPS the most serious problem arises from the fact that social conditions are subject to change. In a static social order it would be relatively easy to train children for citizenship. Children would need only to imitate the good example set by their elders; each generation could take over civic burdens, secure in the knowledge that for every community problem there is already an adequate and well-tested solution. Such a design for living may possibly have occurred in the past: perhaps in China, in an earlier, peaceful century; perhaps in Tahiti, or Samoa. In America the social scene has always shown change from one generation

This is the fourth article in the Parent-Teacher Study Course: *The Family in a Democracy*.

to another. After we succeed in devising democratic processes that are well adapted to handling the affairs of a community through town meetings, we discover that the majority of our people no longer live in towns small enough to be managed in this way. When we establish popular caucuses for nominating candidates to state or federal office, we find that with a growing population the caucus tends to become a vehicle of vested interests rather than of the popular will, and we turn to direct primaries as a means of bringing nominations back to the citizens. In training children for citizenship in a modern democracy, perhaps one of the most important things to recognize is that no democracy can stand still. Training, therefore, cannot mean teaching our children fixed procedures or fixed patterns of behaving "democratically"; rather it should involve the attempt to give them techniques of adaptation, and a readiness to use these techniques in meeting the demands of a changing order.

In this connection we have two somewhat contrasting theories of training. Both of these assume that society is subject to a great deal of change, and to an increasingly rapid rate of change. Population movements, new inventions, industrial developments, shifts in international relationships, all contribute to making this age interesting, exciting, and dangerous. But in this world of changing conditions and changing values some feel that the chief duty of the citizen is to protect our social order, and so far as possible to preserve it from disturbance. From this point of view we should in the child's education emphasize the more stable aspects of human nature and society; we should teach him to understand the past and to hold firmly to the good things that the past has given us.

The advocates of the contrasting point of view are less interested in teaching defensive tactics than in preparing the child for a flexible and creative approach to the problems of citizenship. Mechanical invention is outrunning social adaptation. We must be receptive not merely to new ideas about manufacturing but also to new ideas about industrial relationships, economic planning, and international cooperation. We must be ready to consider—and critically appraise—new models in government as well as new models in the machines that we live by. The prediction is made that unless we prepare our children to foresee and take part

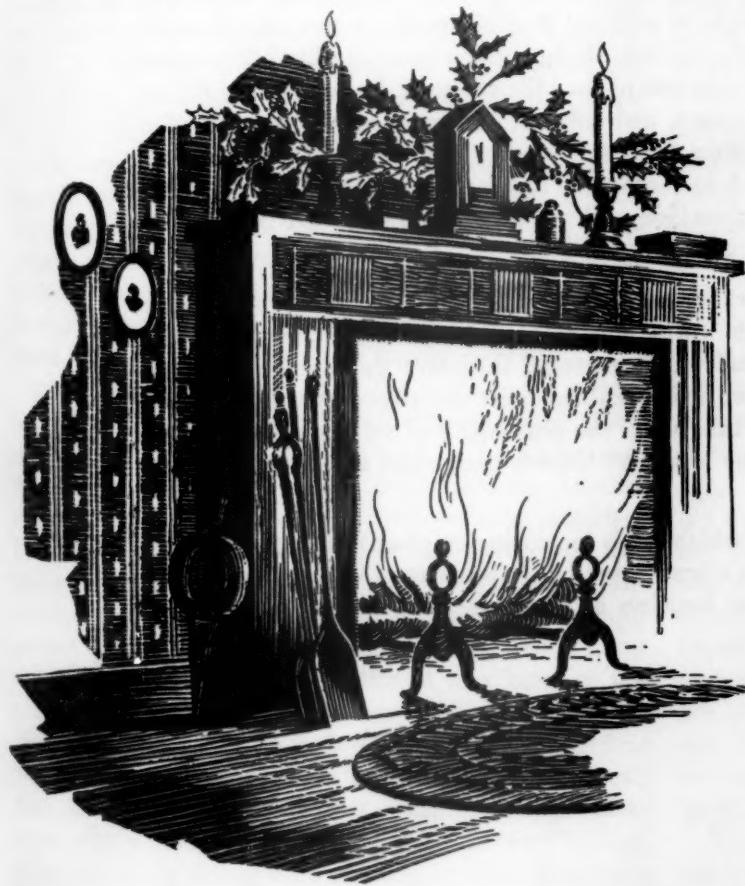
in an orderly evolution of society, social change here as elsewhere will become so tumultuous that it will outrun democratic processes.

Perhaps it is fortunate that most children, in the course of their careers in public schools, are exposed to both of these points of view, and to expressions of various intermediate standpoints. Less fortunate is the child whose teachers are so wholly of one persuasion that he never learns to respect contrary views. Whereas dictators depend upon dogmatic conviction and blind or emotional obedience, the very essence of the democratic process is the ability to see issues, to keep an open mind, to debate, and to reach conclusions rationally.

How SUCCESSFUL is our American system in instilling democratic attitudes? It is difficult to answer this in general terms, for there are wide differences between schools and between different parts of the country with regard to specific attitudes. Recently the writer made a survey of social attitudes among school children in a western community; these pupils, in the first year of a "progressive" senior highschool, were quite definitely above the average of the American school population in intelligence, social status, and educational opportunity. The majority agreed with the following statements:

I dislike radicals of any kind. (62%)

Radical foreigners who wish to visit the U. S. should not be admitted. (65%)



Radical agitators and propagandists should not be allowed to speak publicly in parks and streets. (71%)

Freedom of teaching (that is, allowing teachers to teach what they think is the truth) is not necessary for real education. (57%)

"My country! . . . may she always be in the right; but my country, right or wrong!" is a good slogan. (72%)

A smaller proportion supported such statements as these:

War always has been and probably always will be a necessity in solving the difficulties of nations. (30%)

Armies are necessary in dealing with backward peoples. (24%)

It is wrong for highschools to teach about socialism, even if both the bad and good points are discussed. (22%)

These are illustrative of attitudes which are present, in a substantial degree, among pupils in favorably situated schools. In Germany and Italy it is probable that they are present (or at least ostensibly present) in considerably higher degree. In a Fascist nation a good citizen is expected to be rather heavily equipped with intolerances and race prejudices; he regards women as inferior, favors the use of force, and places mere social virtues decidedly lower in the scale than the ability to be "hard" in a military sense.

There are grounds for believing that citizenship in a democracy requires quite different characteristics. Among these democratically favorable traits we may list the following:

Cooperativeness

Respect for the personality of others

Willingness to negotiate issues

Willingness to share privileges

The desire to substitute reason and experimentation for emotion and force

Cooperativeness, like the other characteristics mentioned, is an abstraction. In any specific social situation we must define the concrete ways in which cooperative behavior can be expressed and developed. The child's home is the situation which probably above all others determines his social attitudes. What examples of cooperation does he find in his home? Are decisions made for the most part on a dictatorial basis, or are they subject to planning and mutual discussion? To what extent do emotions take the place of thinking, and to what extent does the mere physical superiority of the parents take the place of persuasion and agreement? In miniature, the child may find in the home an example of a political state ranging all the way from Fascism to Democracy, or sometimes, in the same home, shifting unpredictably from one to the other.

A recent study of disciplinary cases committed to a children's center compared the effects of arbitrary management by adults and of guided "self-government." Under the latter condition the children achieved better adjustment, and there was evidence that the self-governing situation fulfilled childhood needs which are often frustrated and inhibited. Although the experiment did not demonstrate this directly, the investigation advanced the opinion that "the psychological appeal and force of Fascism has its roots in the traditional autocratic practises in child training and discipline." A contrary emphasis is given by another recent study, which indicates that rebellious and extremely radical tendencies in late adolescence are in many

cases related to antagonism toward the father, over-protection and over-domination being among the common sources of such antagonism.

Perhaps both of these viewpoints contain some kernel of truth. Autocratic methods, in the home or in the school, may lead either to submissive acceptance or to aggressive rebellion. If we believe in Democracy, we should be ready to practise it early. This implies the patient, experimental development of procedures by which we can apply Democracy to personal relationships. The relationships between children and their parents and teachers may, to a degree, serve as prototypes for the relationships between citizens and their government.

EDUCATION IN DEMOCRACY must increasingly emphasize the sacredness of personality. Its business is to make individuals, not robots; to cultivate personality that shall stand upright and unashamed. There can be no true culture without the cultivation of self-reverence and self-respect. Individuality must come to the fore. We must champion again the right of personal judgment and of personal initiative. Man is not a pawn in the lap of kings or a tool in the hands of political charlatans. Have you ever thought that to whatever God has given life, to that He has given individuality? There are millions of spring-tinted leaves in the forests of the hills about us, but every leaf differs from every other leaf in outline, texture, and color. A thousand stars shine out of a winter night sky, but every star differs from every other star in glory. So it is with personality. We are not born so much to conform as to bear witness to a fire that burns within us. Man is an individual inbreathed with purpose, endowed with genius, and enswathed with high adventure. . . .

There is another contribution which education must make for such a day as this if a different world is to be a better world. The second objective of education is the integrating of the individual in a society. To personal initiative there must be added social responsibility. After all, *rugged* individualism must not degenerate into *ragged* individualism. It is all very well to talk about the philosophy of self-expression; obey that impulse; let yourself go; but one is always thrown back upon the question, Have we a self worth expressing?

For this reason there is a word which holds increasing emphasis among us. Without that word we shall never come to a braver and better tomorrow. Without that word no cause in all the world is quite so hopeless as the cause of peace. It is the word *understanding*.

JOSEPH R. SIZOO

We Are Foster Parents

By YULA S. MOORE



EING foster parents has its unique gratifications and at the same time its peculiar problems, possibly to greater extremes than being blood parents. When a couple selfishly want a child badly enough to go out and search for one, it means that

there is a burning desire which is satisfied only when the new arrival is brought home. Even the homecoming of a mother and her newborn babe from the hospital could not give greater thrill to anyone than we experienced about four years ago, when our little Peggy Lou arrived via the back door of our home one morning before eight, delivered by the doctor who had brought her into the world just a few minutes before, wrapped in a blanket and dressed just as she had come. My husband, also a physician, was in the bathroom shaving, I was giving the final touches to the breakfast table, and the maid was busy with the toast, bacon, eggs, and coffee in the kitchen, when a car whizzed into the driveway and stopped by the door. Before I could offer a greeting the door was opened and a tiny parcel from which a faint, muffled cry could be heard was deposited on the sofa in the living room with the announcement, "Here is the baby girl you ordered."

My husband was too busy to finish his shaving for several hours, his appointments were canceled for the day, a party I was having that afternoon was postponed; in fact, our home was very much "baby-conscious" for several days. Most of the meals were eaten directly from the icebox for the week following, and there was little of formality or family schedule.

As soon as the first thrill of the newcomer's arrival was quieted that morning, I dressed to go "baby shopping." Every bit of clothing had to be purchased, "from the skin out." Even bed, blankets, bottles, nipples, bath and toilet articles were yet to be provided. We had planned to adopt a baby that spring and had made preliminary arrangements through proper authorities, but had put off getting things until she should arrive, for fear we might be disappointed. While I was out doing the buying, my husband was busy at the phone calling friends to announce the arrival of little Judy, writing notes to a few relatives, and sending wires to "grandparents and aunties." The news spread fast, and gifts came pouring in from friends and relatives who seemed almost as delighted as we. In fact, so many lovely things were given to her that there were

clothes of all sorts left over for the baby sister who "came" the following year.

That brings me to the next "blessed event." When Peggy Lou was about a year old we renewed our contacts with the agency that usually takes care of adoptions, and also made it known that we wanted to take a baby sister as soon as one with proper credentials could be found.

One morning a phone call came from the agency, informing us that if we were interested in an unusual baby sister we should come immediately. We left early the next morning to find out about her, and after five days spent in making necessary arrangements we left for home in the evening about dusk with our new sister, just ten days old, a dear little blond baby doll. We were glad to reach home the next morning after our all-night drive, with the baby, Barbara Jean.

Both children were ideal babies, robust from the start, Peggy Lou being the more plump but Barbara just as healthy. They ate what they should, slept when they should, and did what was expected of them at the different ages—sitting up, cutting teeth, walking, talking, and so on. Little Peggy Lou has always been a very quiet, placid child, with soft, serious brown eyes and only an occasional smile, but she is happy in her own little way and seldom cries. Bobbie Jean is just the opposite—tall, slender, mischievous, giggly, always into something, and always doing things. Because of her aggressiveness she seems some advanced for her age. She is just as blond as Peggy Lou is dark; her eyes are as bright blue as Peggy Lou's are dark brown. They are so nearly alike in age, development, and size, yet so opposite in disposition and appearance as well as temperament, that they balance each other beautifully.

WE HAVE REALIZED from the start that we have taken our parenthood more seriously than most people. I fret about little details much more than I should, and worry over trivialities; however, my observation of foster parents makes me feel that we are not the only ones who do this. Further, we have decided that there are several rather definite reasons why foster parents and blood parents face their problems from a different angle and thus have a different outlook on parenthood.

To begin with, most foster parents are from eight to ten years or more older than most blood parents. In-

stead of being between the ages of twenty and thirty while the children are infants, most of us are between thirty and forty-five. Authorities tell us that the younger parents are more serene and matter-of-fact. Their nervous systems are more in tune with children's activity; they are more carefree, less serious, and much more optimistic in their outlook. It is quite likely, too, that our desire for the children was so great and cherished so long that we are continuing to show our delight by giving them too much care and smothering them with too much love. We try to keep from being sentimental, but we do find ourselves hesitating to correct them in accordance with our better judgment and our knowledge of child training. Relatives visiting us this past summer remarked many times, "Who runs this house, you or the children?"

One day not long ago I entertained two of my friends in the bedroom rather than interrupt the children's play in the living room. It was a warm afternoon and their nursery was stifling. Blocks, dolls, wooden trains, and the like had been moved into the living room for the few hours of play after naps. They seemed so happy there without any adults around that I insisted we stay out. Both of my friends are still talking about how my children usurp the living quarters of our house. Possibly this is an unusual situation, but I had not realized it until told on many occasions that I was allowing the babies to run the house.

Outsiders do seem more prone to criticize us as foster parents than they would if we were real parents; and I believe people are more critical of the adopted child than the real child. If the adopted child develops any defects, shows a slowness in any way, is not attractive, or has poor behavior in the opinion of others, there are many waiting to point a finger and say, "What more could they expect?" or "What a chance they have taken in adopting a child, knowing nothing of its parentage!"

The truth of the matter is that defects are just as common in real children as in adopted. We are taking just as great a chance in having our own children as in adopting them. Few of us have perfect backgrounds, and few of us know much about our own child's heritage beyond a generation or two. The agencies through which children are adopted are very careful about checking the child's history before placement is made, and the babies are placed in homes where

the background is as similar as possible to that of their own family.

"Poor child!" I often hear. "Can you imagine anyone giving a baby away? What kind of a parent or relative could have done such a thing?" I have even had it said to me that it shows weakness of character to give a child away. On the contrary, I should

say, it shows strength of character to be unselfish enough to place the child where opportunities are greater than can be given him by his own people. There are certain conditions that make giving a child away the only thing to do—for instance, death of a parent, poverty, illness, divorce complications, or illegitimacy.

HERE ARE other comments that we hear almost every day when anything is mentioned about our children: "What a lovely thing to do, to take two little girls!" or "I hope they will not disappoint you after all you are doing for them"; or "You will be rewarded for your generosity some day"; and even "I hope they will show their appreciation for your kindness." On several occasions they have been referred to as "poor, homeless children."

These remarks make me "see red," and I usually add as briefly as possible that it was pure selfishness on our part to take the children, explaining that the only reward we ask is the happiness we are finding every day, in fact every hour, in our home with children, where two restless, selfish adults lived alone before they came. There are two methods of getting children—one by natural birth, the other by adoption. In our case our own two babies died at birth ten and fourteen years ago. Since that time we have waited. Finally we decided that the method intended for us was adoption, and acted accordingly.

"Aren't you afraid to tell them later on, for fear they will look for their relatives or be very unhappy?" is another question people frequently ask us.

"Not in the least," is my reply. In fact, we have already started to tell our children about how they came to us. They crawl up into my lap when tired and whisper, "Tell us a story about when we came, Mommie." And the story begins.

"Well, you see, Mommie and Daddy lived in the house all alone. We had no little girls to play with, and everyone around knew how lonesome we were.

"Early one morning, while Daddy was shaving and Mommie was putting the breakfast on the table for Daddy, what do you think happened?"

"What?" they eagerly reply, knowing full well the answer.

"We heard an automobile come driving into the yard and stop at the back door. It was a doctor man and what do you think he had all wrapped up in a blanket?" I inquire.

"A tiny weeny baby," Peggy Lou usually adds before Bobbie Jean can get a word out.

"And do you know what it was doing?" I ask.

"Crying, like this," and they make a crying noise.

"Well," I continue, "Daddy came running out of the bathroom, and Mommie was so excited she spilled the coffee she was pouring, and the doctor ran into the living room with the tiny baby all wrapped up in a blanket and put it down right on the davenport, saying, "Here is the baby you ordered."



"Then, do you know what your Daddy did?" I ask. Little Peggy Lou very proudly tunes in. "He hugged and kissed the baby, then cried 'cause he was so happy."

"And what did Mommie do?" is the next question.

"Oh, she went down town and bought some clothes for the baby, 'cause it didn't have any," Peggy Lou will add.

"Do you know who that tiny baby was?" I whisper close to their ears.

"It was Peggy Lou," little Bobbie Jean puts in, and Peggy Lou says instead, "It was me."

Then we continue: "One day when Peggy Lou was bigger and liked to play, she asked us to find her a baby sister to play with because she was lonesome. Mommie and Daddy wanted another baby, too, and so Peggy Lou stayed home while we went away, way off to find one. And when we got home with the new baby sister, what do you think Peggy Lou did?"

"I picked her up and kissed her, then I cried just like Daddy did, 'cause I was so-o-o-o happy."

"And who was the tiny baby?" I ask.

This is the cue for Bobbie Jean, and before Peggy Lou can say a thing the baby will sit up with "It was me," her eyes expressing real delight and pride. "And Mommie had to go down town to get clothes for me to wear, just like Peggy Lou," she adds.

With this story, all true, of the coming of the two babies, already their favorite bedtime story, how could they ever doubt the happiness they have brought to us? When they are older I shall add new bits to the story, explaining to them how they were born of other parents whom they never saw (and I shall tell them just enough to satisfy their desire for knowledge of themselves), and try to make them understand that the care and affection we have given them really makes us their true parents. We shall be very careful to avoid overemphasizing the importance of adoption, referring to it only in occasional private matter-of-fact conversations, making it a part of the explanation of where babies come from, and at no time stimulating their desire to seek blood relatives who may or may not exist. I shall give them a feeling of pride in the knowledge that they are both of excellent birth, which they really are.

WE HAVE from the start been more lenient with them, I am sure, than we would have been with our own blood children. We try to be very casual in our corrections, affectionate at all times, and above all else

careful to show no partiality for either child. In order to avoid as many occasions for punishment or discipline as possible, we have established a very definite routine in their living, and a constructive play program to keep them busy during their waking hours.

This routine varies little from day to day. They are usually up, dressed, toileted, fed, and ready to play by eight or eight-thirty, possibly a bit later in winter. We have tried not to give them too much in the way of toys, but to keep their equipment balanced, some designed to stimulate physical activities, some for dramatic play, some to assist in creative expression through clay modeling or painting. We also try to provide building material for constructions, phonograph records and a few musical instruments for rhythmic play, and books and pictures for intellectual development, keeping in mind at all times the toys that stimulate social interests and cooperation.

We try to keep them busy during waking hours, so that when they tire of one activity there are several other possibilities for them to choose from according to their liking. We direct their play as little as possible, but suggest activity through supplying material and equipment, stepping in only when we are needed to settle a dispute that becomes too heated, or to supervise play that is apt to become destructive.

The past four years have brought new interests, new ideals, new knowledge of human nature, new understanding of others' desires, and a love that is more than adoration, into a home that had grown stale with the lack of something vital to work toward. It is true that along with this new-found happiness have come anxiety, worry, care, and work. We have given up many selfish interests and activities, but in return have found new and more vital duties. We are looking forward to times ahead when hour by hour, day by day, year by year, our children grow and gradually mature into women to find a place for themselves in this complex system called society.

We have adopted our children not for altruistic ideals alone—that is, for the good of mankind—but mainly because of pure selfish craving for children to love and to love us, and the only reward we ask is the self-gratification we experience in watching them grow and mature as the years roll by.



As Told by Our National Chairmen

FLASH! STATE LEGISLATURES in most of the states convene in January. A third of them at least will be asked to make appropriations to bring books and library service to rural areas. Parent-teacher groups, state and local, are standing back of these movements to equalize library opportunity for young and old. Each of you can help. Ask your Library Service chairman or your officers for the facts, then tell your member of the legislature that you want action.

JULIA WRIGHT MERRILL, *Library Service*

"WHAT THE BEST AND WISEST PARENT wants for his own child, that must the community want for all of its children."

An ideal in the mind of a parent as to the kind of person he wishes his child to become; knowledge of the kind of nurture and environment essential to the attainment of his child's highest development; cooperation in his own community with other parents having like aspirations for their children—these are the corner stones upon which constructive child welfare legislation is based.

Baptized in this belief, those patriots who ratified the Constitution of the United States reserved to the states and local communities control of education and other child welfare activities.

Democracies recognize the family as the basic social unit. Peace and a developing culture are the outcome.

Dictatorships regard the family as a tool of the state. War and suppression of individual potentialities result.

MARY T. BANNERMAN, *Legislation*

THE ART CHAIRMAN is often told that hobbies belong to the work of the Recreation committee and that certain other activities such as embroidery and quilt-making belong to the work of the Homemaking committee. These contentions are well taken. They do belong in these committees; but if the made article has art quality it belongs to the Art committee. It is the creative art in a made article that gives it value and interest as well as beauty, for without that art quality the article would be barren indeed and would be just another bit of the old-time "busy work" that was excluded from the schools many years ago. Art reaches into every phase of life. It contributes to character; it is a valuable means of expression in adult life; it is a help to the exceptional child; it enters strongly into recreation; and it certainly is a valuable asset in the home. Art plays a strong part in the work of education, and it may be made an integrating force in the activities of parents and teachers in the matter of organization as well as in the consideration of art as a definite committee subject. In modern trends art is now a "way of life."

ELIZABETH WELLS ROBERTSON, *Art*

RADIO IS THE LITTLE FINGER on the parent-teacher hand. It is not a division of work—a subject matter field. It is merely a servant.

What are the other fingers on the Helpful Hand? How is our program carried forward?

1. The *personal influence* of person on person is the thumb.
2. *Meetings* are the index finger.
3. *Printed materials* are the big finger.
4. *Motion pictures* are the next digit.
5. *Radio* is the little finger.

Are you using *all* the fingers and the thumb? Are *all* working together? What are they accomplishing?

B. H. DARROW, *Radio*

Recreation and World Peace

By GEORGE HJELTE



TOY cannon and machine guns and tin soldiers would no longer be tolerated by parents as playthings for children if the educational implications of play were generally understood. Attitudes and deeply rooted emotional patterns of many kinds are acquired by children in their play. The recreation of adults is no less an insidious influence which unconsciously, and sometimes by artful design of propagandists, serves to frustrate educational movements for world peace. No widespread movement for world citizenship can afford to overlook recreation as an ever-present educational force.

If the hope for international peace lies in education it would be well to examine all of the techniques, institutions, and activities which are the sources of education. This should be done to discover which of them can be organized and directed toward the accomplishment of the peace objective. Such an examination cannot be limited to the established public school because there are innumerable other agencies which play a part in the education of our people. Many of these are not classified as educational institutions but are often of potent educational effect, whether for good or ill. Neither can such an inquiry be limited to the formally organized educational activities, for the informal planned and unplanned activities in which people engage are often of more subtle and far-reaching consequence educationally than the curricular

activities of the school. Included among these are the recreational activities of children, youth, and adults. The potential value of recreation in education is only beginning to be realized. Recreation may become one of the greatest forces of good citizenship if it is wisely guided. May it not also be so directed as to contribute to world citizenship? May it not become an important factor in any educational program for world peace?

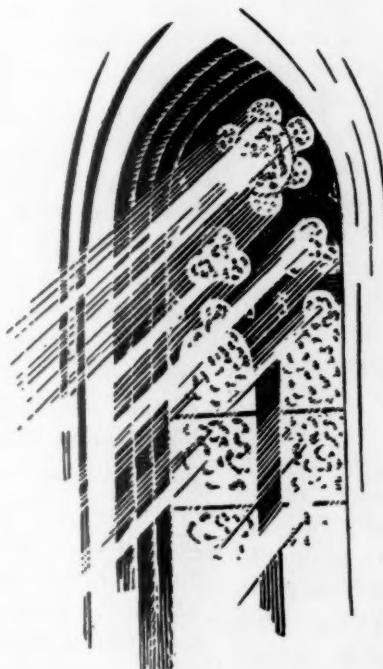
The implications of this thought are expanded when the scope of recreational activity is contemplated.

Recreation includes all of those activities which are engaged in voluntarily and which are the result of natural and cultivated enthusiasms. Music, literature, fine and applied arts, and sports largely make up our recreational life. They occupy so large a place in our daily lives and are so fully expressive of our innermost nature that they must bulk large among educational influences in determining habits and attitudes which are basic to social living.

All activities have inherent educational values, but to realize the potentialities of any activity some planning is usually called for. Before discussing the nature of recreational planning for educational ends the inherent values in the traditional recreational activities may well be considered.

One striking characteristic of recreational culture everywhere is that it knows no international boundaries. However jealous the nations of history have been of their utilitarian culture and however zealous in the conquest and protection of material wealth, there are no cases on record of wars waged to protect the arts of leisure, to prevent the adoption of better recreational patterns, or to conquer other nations in order to assimilate their recreational culture. On the contrary there has nearly always been a freedom of exchange of recreational culture between nations even when they were at war with each other. The rulers of ancient and medieval states patronized the artists and musicians of neighboring states. National patterns of art and music were strikingly influenced by this interchange. The world has been moving toward the development of a common recreational culture as facilities for transportation and communication have improved.

Sports offer an interesting illustration of this point. The aborigines of the Philippines in a single generation laid aside their bolos and abandoned head-hunting as a recreation for the basketball, volleyball, and boxing introduced by American soldiers and the Y.M.C.A. The Japanese, whose nation is one of the few in re-



corded history which resisted cultural invasion for centuries, now regard baseball as their national game. Finland, encouraged by the success of its long-muscled runners in the Olympic games, has adopted unaltered the varied program of the Olympics as its pattern of physical recreation and has so perfected its people in these activities as to rank with the leading nations in the classic contests held every four years.

Drama provides another illustration. It knows no international boundaries. The great dramatic works are shared by the entire world. Shakespeare has been translated into every language. Music, too, speaks an international language understood round the world. Great dramatists, musicians, and artists, and great leaders of spiritual thought are spoken of as citizens of the world. They exemplify to the highest degree the universal emotions—the common hopes, aspirations, and ideals—of all mankind.

This unity of world recreational culture is a potent force in bringing about a universal consciousness of the kinship of peoples everywhere. Such a consciousness of resemblance will promote a more sympathetic understanding between peoples and will encourage co-operation between nations.

Human sympathy is one of the bases for cooperative understanding between peoples. There is an interesting theory that "sympathy between two groups is directly proportional to their consciousness of resemblance." As the peoples of the world become more and more conscious of resemblance through the subtle but profound influences of music, art, drama, and literature, greater sympathetic bonds of friendship are bound to be forged; consequently it is going to become increasingly difficult to convince them that artificial and temporary differences are of sufficient import to justify taking up arms against each other.

THE VAST INFLUENCE of recreation in promoting world citizenship has not escaped the designing eye of the totalitarian dictator. Afraid of all friendly international sentiments, he has closed his borders to the importation of the arts of leisure emanating from other countries. He has burned the foreign literature in his libraries and destroyed the works of foreign artists. He has censored news and motion pictures which would promote international goodwill and has restricted travel. What is more significant is that he has organized a national recreational movement of his own invention, in which through recreational activities the people are regimented in the interest of national ideals—regimented for preparation of war.

Totalitarian dictators have renounced peace as a condition to human progress and have espoused the mailed fist as an instrument for the attainment of national ends. Their program cannot be accomplished without education. In their organization of education

they have not overlooked the inherent educational force of recreation. They have used recreation to enhance their national ideals, to engender hatred of other peoples, and to prepare for war.

The regimentation of recreation cannot occur in democratic nations so long as they cling to the democratic ideal. Democracy as a way of life is based on freedom, not on coercion; on association, not on subjugation; on cooperation, not on competition. Recreation in which the ideal of freedom is preserved is one of the bulwarks of Democracy. It becomes necessary more and more in vocation and in industry to sacrifice freedom of initiative and individuality; but recreation remains as an increasingly large sphere of activity in which freedom of initiative and action is still preserved.

WORLD BROTHERHOOD and peace are the goal of Democracy. Democracy places its faith in education. The dictators have shown how recreation can be perverted in a program of education for national ends. Their program suggests that Democracy may plan a program of recreation for more noble educational ends. This program should have both protective and positive aspects. It should protect the recreation of the people from exploitation which destroys its inherent values for good, and it should include conscious planning for the attainment of education's outcomes.

On the protective side the essential democracy of our leisure time pursuits must be preserved. Leisure is time which is free from external compulsion. In a democracy, we could not tolerate a system which dictates the forms or methods of leisure time activity or which regiments it for ulterior ends. At the same time we must thwart the insidious commercial influences and the propaganda in which is contained the substance of coercion if not its form. The people must be protected from conditions of poverty, bad housing, urban congestion, and ill health which defeat the individual in his effort to live a wholesome and happy life in his leisure no less than in other aspects of life.

On the positive side planned recreation is necessary to insure the educational outcomes which in this discussion have reference to world citizenship. It seems like an anomaly to be insisting, on the one hand, on noninterference with the personal freedom of the individual in his leisure and to be advocating, on the other, that his leisure be planned. The contradiction is more apparent than real. The function of planning is to facilitate the satisfaction of the needs of the individual so far as recreation is concerned. This includes the provision of the facilities necessary for his activities, the organization of groups and agencies which aid him, and guidance, where required, to insure the educational ends. The nature of the guidance is conditioned by the end desired.

For the planning of recreation to promote world citizenship, and eventually peace, a number of suggestions

may be made. The dramatic program in the school, playground, church, or home offers opportunities to depict other peoples in a favorable light. In the play of children, too, every opportunity must be seized to exhibit sentiments and attitudes of tolerance, friendship, and respect for others, including people of other lands. In such a program there would be no place for guns as toys, for pictures which depict other races in ludicrous or ignoble light, or for drama which promotes distrust of and disrespect for other peoples.

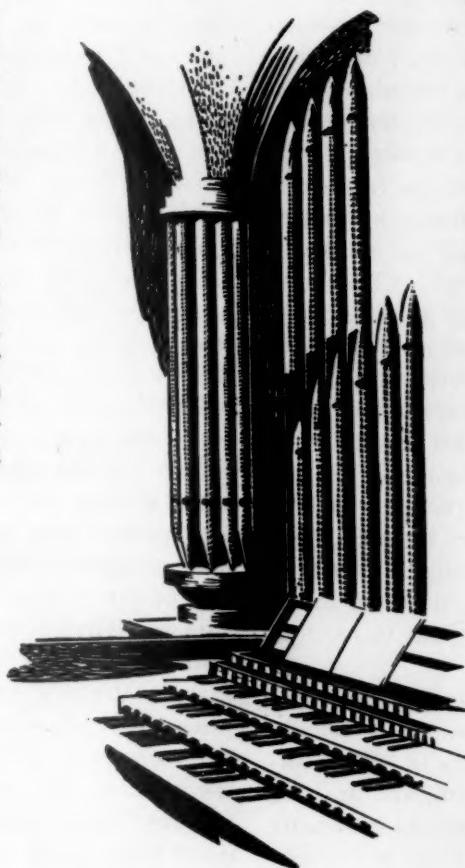
Opportunities must be sought to emphasize whatever binds people together in cooperative human pursuits without reference to geographical boundaries. The concerts staged by Walter Damrosch and broadcast over a national radio hook-up are an excellent demonstration. The interdependence of the people of the world in their musical culture was thus made evident because the renditions were the classic contributions of composers of many lands and the conductor himself was of foreign birth although educated in this country.

More general participation should be encouraged in international movements which are organized for recreational purposes or which use recreation as a vehicle for the accomplishment of their objects. Such

international movements offer many opportunities to multiply contacts with other peoples and to become aware of the essential similarity between peoples of different lands.

Recreation must be accorded an important place in the school and in the concerns of the state. So important an educational activity cannot be relegated to self-appointed and untrained leaders and to agencies which exploit leisure for commercial gain.

If it be true that recreation wisely guided may play an important part in the cultivation of world citizenship, then its role may be increasingly great as leisure becomes more prevalent. Improved technology is bringing about a condition of universal leisure—universal in the sense that all people may have some leisure as well as some of the means for its enjoyment. We have only begun to appreciate the important implications of this fact not only in the promotion of world citizenship but in innumerable other fields. If leisure, and recreation which consumes it, can be utilized for the arts of peace and for the development of a worldwide leisure time culture, international cooperation, sympathy, and brotherhood will emerge, and the hope for world peace will come closer to realization.



D~~eck~~ out the walls with garlands gay, and let the kindly laughter play.
L~~ia!~~! the chimes are sweetly sounding, Christmas happiness abounding:
All that's good and true be thine at this merry festive time.

Author Unknown

Troubles and Teamwork

By LYDIA V. SWANSON



NOUR present-day rapidly changing world, cooperation, the sharing of work and play in the home, deserves thoughtful consideration. Dr. Harold Anderson, in his book *Children in the Family*, aptly describes family teamwork when he says:

"Some families are like a football team

that tries to play with eleven footballs. Each member grabs one for himself and dashes off in any direction. Each one may be tackled by any adversary or by any member of his own team. There is no organized interference, no mutual sympathy or support, no common direction. Each tumble counts for the worst."

Modern inventions have so changed the home that parents have difficulty in giving children work experience. One important question asked by employers today is, "Can he work with others?" The home should be the laboratory, the proving ground, in the development of the ability to cooperate. Very often parents are impatient with the inexpertness of youth and would rather do the work themselves than have clumsy fingers "messing around." Also parents often project themselves into the lives of their children and so "spare" them from work "until they are older." This parent is recognizing the difference between childhood education and child labor. But she is letting her own early experience with hard work, unsuited to the growing child, so disturb her that she fails to see that work is a blessing and can be fun.

Children do like to work, but they find certain types of work more interesting than others. It is usually fun to do tasks where water play enters in. So washing dishes is more fun than wiping them, and washing windows or the kitchen floor or cleaning the bathroom is met with much more enthusiasm than is dusting, "picking up" the living room, or sweeping the front walk. If these more distasteful tasks are a part of the child's work, emphasis should be placed on the result. "How does the room look now?" should meet with approval or recognition.

Children enjoy cooking. Here is opportunity to gain skill and to be "in on" an adventuresome activity. Going to the grocery is fun, too. To be trusted with this responsibility gives a feeling of importance.

When the problem of work for children is considered and plans are made, parents need to consider certain important factors in the work activity. Children will come to enjoy work that yields

responsibility and new skills, work that means companionship with others, work that gives the feeling of being needed. They welcome the opportunity to share in planning, and are happy to find their efforts appreciated even though mistakes are made. Children will gain deep satisfaction from work well done if the parents' attitude is constructive.

It is very difficult to keep "hands off" when the child is working. Parents are tempted to give unnecessary reminders. Then, too, they are impatient with the child's new or experimental attack on the task. Boys, with more of a mechanical bent, often are able to improve procedures and so may simplify housekeeping if given half a chance.

The distinction between man's work and woman's work is rapidly disappearing. The attitude of the father definitely influences that of his son. In one home the father and mother alternate washing the dinner dishes and putting the children to bed. Such shared responsibilities make possible companionable activities such as reading, or walking. However, in some homes there is the traditional separation of work. Father and son take care of the furnace and the lawn, while mother and daughter do the housework. This arrangement may make for a smooth-running household, no doubt. But there would be a keener appreciation of the work of the family if there were no such idea as "That is woman's work," or "That is man's work." This separation is more apparent in the farm than in the city home. We are told of one family where there were several sons and no daughters. It never occurred to the father that the sons could help the mother. She arose early and prepared breakfast for the family, and often was not through with her many tasks before nine or ten o'clock at night.

Participation in household work activities is not always essential in order to have teamwork in the family. Where father pays all the bills, where his work is very exacting and he is very tired at night, family teamwork would make it possible for him to relax and rest. One father finds housework a change, a form of recreation, and he often prepares meals and bakes cookies. He refers to his part in the family washing before office hours as "my eighteen holes of golf."

Early Practise

TEAMWORK IN THE FAMILY includes even the young infant. First there is the acceptance of routine health procedures, such as taking cod-liver oil, accepting vegetables, and taking his afternoon nap. Then, as

he grows a bit older, he can take responsibility for dressing himself, with the exception of managing the difficult fastenings, and washing his face and hands. By the time the child is six he can take responsibility for his own bath, putting away his playthings, dressing himself entirely. Suitable room arrangements, such as low hooks and shelves for clothing, and cupboard space for toys, are a necessity if these activities are to be the child's own. By the time the child is eight or nine he can care for his own room, make his own bed. The ten- or twelve-year-old will delight in carrying the responsibility of preparing breakfast. These tasks may not all seem like work, but if the child doesn't do them someone else will have to. Gauging tasks to the capacities and abilities of the child is not always easy. This demands alert observation on the part of the parent, who should note the effects of the work on the child's zest for living. One parent solved the problem of keeping the restless five-year-old a family member at dinner. The responsibility for clearing the table and serving the dessert was a welcome break in the long "sitting still" family dinner.

The elimination of work is really a very important part of teamwork. When son must be called three or four times to dinner, or never leaves the bathtub clean, he is making extra work for others and is infringing on their leisure time.

It takes forethought and planning to make effective the teamwork in the home. Oftentimes older children have so many activities outside of school that hours for work are cut short. There is much grumbling and parents, becoming discouraged, allow the child to shirk. The shirker is unfair to himself and others. It is scarcely fair that children should come to accept the privilege of the home and make no contribution.

Family Planning

THE FAMILY COUNCIL, a frank discussion and planning of the family work, fun, income, and expenditures, will do much to further teamwork. In this family discussion it is important that the ideas of even the youngest be given consideration, and that all members cultivate an experimental attitude and a willingness to try the new. In addition, when decisions or choices have been made it is to be expected that each member live up to the bargain. Let me illustrate. Mrs. Mayhew, a widow with three children aged eight, ten, and twelve, was a public school teacher. In the discussion and planning Edward, the twelve-year-old, agreed to "keep" the living room. The family also decided to have dinner guests on Saturday. When the dinner hour arrived on Saturday, Edward had not yet managed to "do" the living room. When the guests arrived the family was most cordial. The mother made no comment about the condition of the living room with its chairs in disorder, stray newspapers and magazines lying about, and dust conspicuous on desk, chairs, and piano. Edward, em-

barrassed, ill at ease, made some hasty moves to clear the room, then "made the best of it." Though chagrined and uncomfortable he helped to make the evening a "go." Mrs. Mayhew later reported that Edward had learned what it means to make an agreement. How many mothers would have been able to allow the boy to suffer the consequences of his behavior? Had Mrs. Mayhew cleaned the living room when she discovered the predicament, Edward would have learned, as many other children do, to say, "Oh, well! if I don't get it done, Mother will do it."

In some homes it requires considerable forethought and planning to make family living a truly cooperative enterprise. In one home the daughter who went to a near-by highschool and could do little of the family work during the school year took on the task of doing all the canning and preserving during the summer. In another, two girls took over the answering of the door bell and the telephone. This not only saved the mother many steps but gave the girls social experience in greeting guests. The two girls decided to divide the responsibility by taking turns on separate days, thus doing away with argument.

Many suggestions for parceling out tasks and devices for checking have been prepared. One mother found it very interesting and worth while to list all the tasks for the day and for the week. She also indicated the hour or day when it would be necessary that the task be completed. The children signed up for tasks. This charting of work eliminated to a large extent the need for reminding or interrupting children engaged in interesting activities of their own. It gave the children a chance to manage their time and also to rotate jobs. Sometimes when responsibility for certain tasks becomes a bit fixed, there is discontent and a feeling that the other person has the easiest or the most enjoyable job.

Working Together

MUCH HAS BEEN WRITTEN and said about the importance of parents and children playing together. In some households there is very little time to play together, but considerable opportunity to work together. In charting tasks as mentioned, the organization tends toward working *separately* rather than *together*. When adults and children work together there is not only a fine opportunity to gain greater skill in work, but there is a sharing of ideas, of confidences and feelings, and an opportunity to answer questions. All this makes for a closer bond, a finer relationship between parent and child. It takes more time to make mincemeat when the three-year-old runs the meat grinder, or to make cookies when he uses the cookie cutter, but the wise mother will so manage that the young worker will feel he is needed and not a nuisance.



On the farm there is a rare opportunity for father and son to work together—a happy arrangement not possible in many city homes. Rather than have John feed the pigs while father does the milking, many families make chores a shared experience, a working together. In the housework, too, it would be well for mother and daughter to do the dishes together rather than take turns on separate days.

A genuine, sincere appreciation of the contribution the child makes is important. Children would feel this more if parents would give them increasingly responsible or important tasks. For instance, in the preparation of a meal for guests, instead of having Susan do routine tasks, such as washing the luncheon dishes, peeling the potatoes, or doing other tasks not particularly challenging to her, let her bake the pies or cake while mother takes a short nap or rest. To be trusted with important tasks is a real recognition of your value as a family member. Let the children in on tasks that are exciting, new, and adventuresome.

If there is to be teamwork without troubles, many family activities will need to be agreed upon as a group, for there are many choices to be made. Instead

of putting emphasis on obedience, parents will make an environment in which there is mutual respect for personality and an abundance of experiences that will create happy cooperative living together in the family. Then, whenever choices are made, of necessity others as well as self will be considered. The good of the group becomes the basis for many decisions. There is need not only for sharing responsibility, but also for sharing privileges. Questions having to do with the use of the radio and the family car, having guests for luncheon, the use of the living room, will need to be settled by the family as a whole. It is necessary that children come to see parents as people, as persons with interests other than those of parenthood, else the child-centered home is far from a happy one.

Children need to grow up in families where there is teamwork, a sharing of responsibilities and privileges, where there is opportunity to practise working with others, and where the worthwhileness of each individual is recognized. Parents too will find family life stimulating, interesting, and satisfying when each member comes to sense his importance in playing the game.

EARLY WINTER MORNING

*Frost bushes on the windowpane;
Frost-rime upon the walk;
And for each bough and fragile stem,
A stiff white frosty stalk.*

*Smoke-curling chimneys, clustered low;
A gray sky overhead;
In almost every little house
A sleepy child in bed*

*Who pulls the covers to his chin
For "Just one minute more,"
All unaware what glories wait
For him outside the door!*

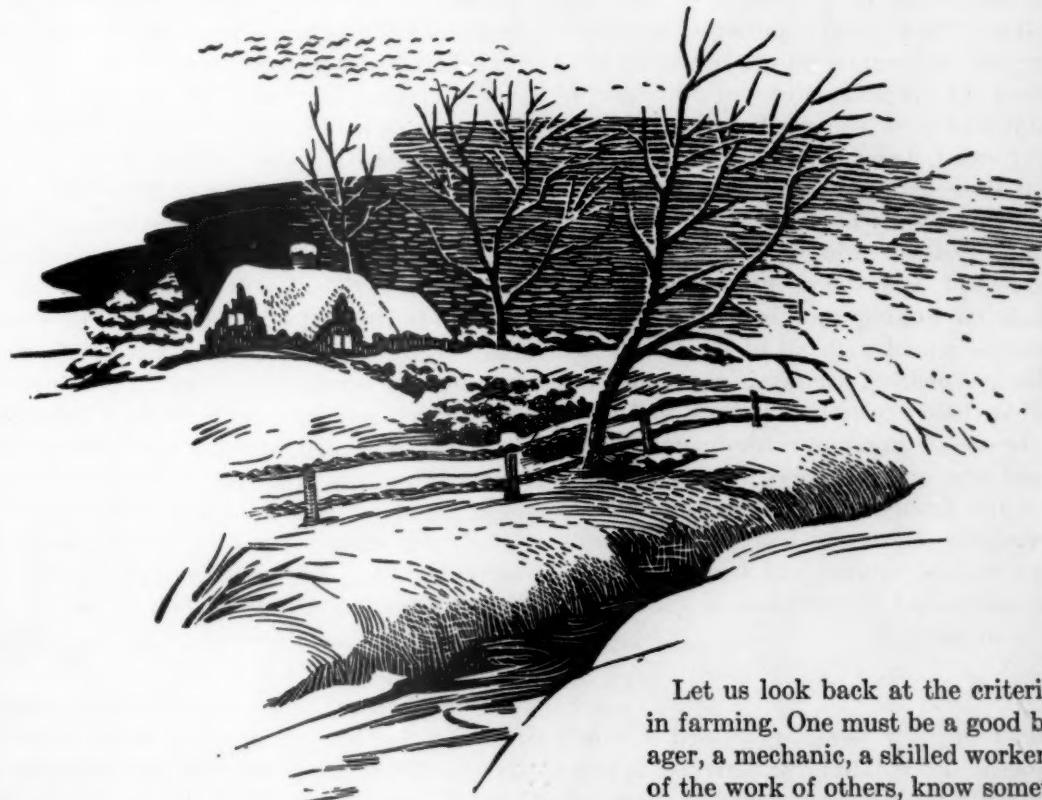
REVAH SUMMERSGILL

Preparing Our Children for Marriage

By ROBERT G. FOSTER

SEVERAL years ago it was my privilege to study under the late Dr. George F. Warren of Cornell University. In his book on farm management there is a chapter entitled "Characteristics of a Good Farmer." The qualifications which he set down and discussed in this chapter have always been a challenge to me in thinking about the problem of adequate preparation for marriage. Let me reproduce here the items which were considered essential qualifications for success in farming. First, the farmer must be a good business

While it would hardly be possible to use these same criteria for our evaluation of the characteristics of a successful husband, wife, or parent, they do suggest some parallels. In the first place, there is no vocation—and homemaking, for both man and woman, is a full-sized vocation—which demands fewer qualifications than does marriage. In most states the only qualifications one needs to present to the license bureau are the minimum legal age, the proper sex, and the price of the license. In some states, of course, blood tests are now required.



Let us look back at the criteria for success in farming. One must be a good business manager, a mechanic, a skilled worker and director of the work of others, know something of biology, nature, the weather, and so on, love family life, have experience as he grows up from childhood in the many activities and operations incident to farming, and be an efficient worker, planner, and manager.

Of course there are many farmers who do not come up to these standards, just as there are many husbands, wives, and parents who will not come up to any adequate standard upon which we might agree; but we are talking about minimum standards for success, not minimum standards for getting by.

man; second, he must be a mechanic; third, he must be a naturalist; fourth, he must be a skilled laborer; fifth, he must have experience; sixth, farming is a home enterprise and if he does not like family life he should look for some other vocation; and seventh, the farm is not a place for the inefficient and therefore he must develop his abilities and capacities for efficient work and management.

Let us look at the average American family, on farms, in small villages, and in our large urban centers. Some consist only of man and wife. Others, and by far the greater number, have also children of varying ages. Others have relatives outside the immediate family living in the home, while other homes are broken through divorce or death, and others are of still different composition. But they are all trying to make a living, enjoy their relationships together, and raise their children to be honest, upright citizens who are self-supporting and a credit to their family and community. In doing so, husband and wife, the parents of these children, are continually called upon to act not only in all of the capacities previously mentioned, but also as psychologists, educators, nurses, home managers, and interpreters of the meaning of our culture to the children of the oncoming generation.

It is still the family which must help the child relate himself to the many activities of the community with which he comes in contact—the school, the church, the club, the recreational and other kinds of life about him—and all the time he is forming attitudes and emotional feelings about all these aspects of life. His politics, his religion, his feelings about other nationalities and races, his orientation to the universe as a whole, his respect for the personalities of other people, in fact, his philosophy of life, are being persistently and assuredly formed. Long before the child gets to school many of these attitudes have been set in such a way as to make his family life a most important factor to be taken into consideration by the teacher in her effort to understand and direct his schooling. As Lawrence Frank has so aptly said in a recent article, "The child goes to school with all of his family experiences in his personality. He sees, hears, and understands only as these experiences permit, and so he selects out of the school experiences whatever is meaningful to him and ignores or dismisses the rest. . . . To say, then, that the family accompanies the child to school is to recognize this persistence of the family situation in the child's conduct and learning and to emphasize the continuing significance of the family in the education of the child."

FROM THE POINT OF VIEW herein expressed it would seem that preparing our children for marriage is basically a family task. This conclusion need not cast any reflections upon nor discourage the continued efforts of schools and other organizations to formulate courses in home economics and parent education and to provide innumerable other experiences which may give parents and children alike added insight into the problems they must meet before and after they marry. But we are now concerned mostly with the family job of preparing children for marriage. There are a number of factors which might be considered. Every parent might first ask himself this question: Am I giving to my child

the best I can afford in the way of preparing him to live a successful married life?

The first criterion I would set down would be for each parent to take himself in hand and find out whether he has a psychological understanding of himself and his mate. Such an understanding means more than just knowing that one has a bad temper, is inconsiderate at times, or nags at the other person about inconsequential details. It means all this and much more. It means: Do I have any insight into why I do these things, and what am I doing to get a better understanding of my own behavior, and what am I doing about improving it? In many instances the solution of such problems is not easy. We must recognize how hard it is actually to face and accept our shortcomings.

You might try asking yourself after experiencing these situations which have in them some element of conflict or frustration: Why did I react that way? Was it because I was tired, or was I punishing someone else by being cross and nagging because I had not been able to accomplish something for my own satisfaction that day? Was it because of deep-seated resentments about persons or situations which at first thought seemed to have no relation to my acts? All the time one is trying to gain a better understanding of one's self in this way one is laying the groundwork for a better understanding of one's children and thereby for helping them to gain a more balanced understanding of what human relationships in the family ought to be.

The second element of preparation for marriage which we can give our children has to do with eating, sleeping, and the other necessary habits which form the basis of health and self-sufficiency. Many adults do not like certain kinds of food. As a result their children go out into the world with finicky tastes and food problems which not only make them a liability as far as health is concerned, but also make them less adaptable and spontaneous persons for the women or men they marry and for others to deal with. Regular sleeping habits are another asset to the well-ordered, efficient individual. A child learns to have more or less regular habits if his parents expect him to have them—if they carry out a schedule which gives the child a definite pattern to follow.

A third factor to be considered in preparation for marriage is a knowledge of the usual housekeeping activities. There are many different attitudes about this matter. Some men think housekeeping is none of their concern or responsibility, and others work cooperatively on certain of the tasks which seem naturally to fall to their lot. The point is, however, that every home must have some order in its management. While the major responsibility for the execution of the plan may be largely that of the wife, the problem of deciding upon the division of labor is a joint responsibility. The things which each member of the family does may aid or handicap the smooth running of the household. Such little items as tracking mud into the

house, leaving cigarette ashes and papers strewn about indiscriminately, lack of care in one's use of the bathroom, and the like, are all sand in the gears of the household. Husbands help when they are self-sufficient in looking after their own personal habits, whether they ever do any actual housekeeping work or not. There are many women who work outside the home. They often try to carry both a job and the responsibility of their household duties with no additional help. Where the husband and wife both share in these responsibilities, the problems are reduced to a minimum. But for any woman to work and not have extra help with her home duties seems a little foolish; for the husband to expect such an arrangement is an imposition.

The fourth essential to successful preparation of our children for marriage lies in the training and insight we can give them in matters having to do with child care and the understanding of child psychology. This point may sound difficult, but what is meant is simply this: Children get their ideas of how children are and should be treated from their observation of the way adults handle children. Their own insight into their relationships to their brothers and sisters, to playmates, and to the older members of the family all give them a sense of appropriateness after which to pattern their own conduct later, as parents. So often children get only negative responses from their parents. The child needs not only these, but also, and more especially, a positive view of life. Do you talk with your children about their many interests? Do you tell them what you think on certain questions, or do you evade them and tell them to run along, or pass the buck to the teacher? The family which has a philosophy of its own and helps the child to acquire it as a part of his development does much to give to the child a philosophic basis for handling the many situations involving human relationships with which he will be confronted during his lifetime.

The fifth way in which the family helps to train children to meet their family responsibilities successfully concerns the handling of money. The problem of spending the family income is a major one. Most children do not know what the income of the family is. As one mother said recently, "If they don't know how much of the total income it takes for the 'bread and butter,' how can they properly evaluate the spending of what is left for 'sugar'?" The development of a proper philosophy of money is perhaps one of the most important factors in one's family life. What does your family do in the development of such a philosophy, not only by such direct methods as giving the children allowances, but also by the way in which you as adults cooperate in the handling of your financial problems? Money represents the command over certain values. Is your family pattern a democratic one, or is it one in which there is continual nagging and conflict over how the income is spent?

The sixth and last factor has to do with that intangible thing, the personal element. Marriage is a personal relationship. It is a private affair between two individuals, made legal and given public sanction by the marriage ceremony. What happens between these two individuals after they are legally married is of their own making. Does each person feel predominantly interested in and have paramount loyalty for the other person? Is this interest reciprocated by an attitude of tolerance and sympathetic appreciation and understanding? Do you have goals for your family life which include the needs and ambitions of each member, and are they so clearly in mind that outside events do not alter them? In other words, does each of you know what to expect from marriage, and do you know what the other person is trying to get out of it, so that you are working together to the same common ends? If you do, you are giving your children the kind of attitudes which will help them in working out their own marriage adjustments more successfully.

Now, I have not said anything about the importance of religion or education or many other factors which you will think should be a part of any program intended to prepare young people for marriage. I think you will find in the factors listed a definite emphasis upon the philosophical and spiritual values which accrue from accord and common planning by the parents. That there will be problems and conflict is to be expected. Let us not give our children too romantic a view of marriage. Let us help them to hold to high ideals, and at the same time give them a philosophy based upon some understanding of reality. Much of our learning takes place because we are confronted with problems. Don't make it too easy for the child. Let him in on the family problems as well as the family joys. Give him that appetite for life which comes from your own enthusiasm for it. As someone has put it, "One has to live life to love it and one has to love life to live it."

Now, in conclusion, may I say again that the most important preparation which young people get for marriage—for making the kind of adjustments and meeting the kind of problems which marriage and parenthood entail—is from their own family experience. Because these subtle relationships do so much in the formation of the individual's prejudices and biases, let us try to organize our family life and relationships in such a way as to give a positive, dynamic, and optimistic outlook upon life, and in such a way that the family is a living, vital part of the worth-while life of the community. Such families turn out great citizens. Great citizens are concerned with better government and realize that democratic government has some of its basic foundations in the kind of families from which come the children of each succeeding generation. They try to make their families examples of democratic behavior.

Editorial

Whose World Is This!

IF WE believe that the safety and security of our present form of government depends upon the degree to which its masses are able and willing to accept responsibility for it, we must surely believe also that the success and happiness of every individual is essential. It seems to me that such a thing as the success and happiness of any individual depends in great measure on the degree to which he has a sense of belonging to the family of which he is a part and to the community in which he lives. As here construed, "belonging" means freedom to give his gifts of work, of love, and of loyalty.

Out in the Salmon River country in Idaho live two girls, named Mary and Lois. For four years these girls walked four miles over country roads every morning to board a bus which carried them forty-two miles farther to the village highschool. At the end of the day they again boarded the bus for that forty-two-mile ride back to the turn of the road, which left them with still four miles to walk to reach home. Every school day they made this trek. Some of the days were very cold (below-zero days come frequently in a Salmon River mountain winter); some of the days were dark, when they started and when they returned over the four-mile walk; but their attendance record was perfect. There were chores to do outside and there was work to do in the house, both morning and evening; but the whole, heroic task was still not too great for Mary and Lois. To them it was not at all heroic, because they had been reared in a home where hardships were a matter of course and where each individual had been made to feel completely essential to the functioning of the household.

Some two hundred miles away from this isolated mountain home, a young man, twenty-two years old, killed his sweetheart after a disgraceful drunken party. He had come from a so-called "good" family in the Middle West. He had graduated from highschool. He had held intermittent jobs. When asked the reason for his crime he replied that he was a failure—mind you, a failure at twenty-two, barely started on the road to adulthood—and he added bitterly, "There is no place in the world for me."

It is safe to guess, isn't it, that he had never walked four miles to board a bus which would carry him over rough country roads to a school forty-two miles away, and it is safe to guess that he had never been a needed member of the household in which he grew through childhood. In other words, he had not known the challenge of hardship, and he had not *belonged*. This just wasn't his world. Whose world is it?

Just now the old world is sick and sore and so heavily

mortgaged that probably no one wants it. But the fact remains that someone must eventually accept it, as soon as we who are here now lay down our burden. We made the world what it is now, and we are continuing to make it by the things that we do, the things that we say, and even the things that we think—every day of our lives. Our forefathers made a world and passed it on to us. With it they left a rather clear picture of what they expected us to do about it. Among their charges, we remember, one was to make available to all people life, liberty, and the pursuit of happiness. We did something else; but, after all, they had no idea how difficult it would be to build a world so filled as this one with wealth and luxury, with mechanized conveniences and mechanical power, and still keep it a place where every child might find "life, liberty, and the pursuit of happiness."

WE HAVE BEEN too busy to note its assembling, but suddenly we find confronting us a whole empire, six million or more of young men and women between the ages of seventeen and twenty-two who are no longer in school and have not as yet found essential work to do. They just do not belong. And yet in a few more years they must inherit this old world of ours. Whose fault is it? That isn't the question. The question is now: What can we do about it?

In England, not so very long ago, a survey revealed that among the main causes for crime among youthful offenders fear, worry, loneliness, and homesickness ranked astoundingly high. More than cold and hunger, these youthful criminals felt insecurity, fear, and loneliness. They didn't *belong* to any community, in the sense of being essential.

As parent-teacher associations, we may touch homes of every status from the humblest to those most privileged. Every member of our vast empire of detached youth has come from some home somewhere. Surely there are within our resources the means to bring to youth a sense that they have a place in the community. But we will fail, and they will continue to be lonely, fearful, and insecure, if we think of the great empire of youth as lying somewhere out in the great vague world. Let us be concerned for the ten or a dozen, the fifty or the five hundred youth who live within one or another of the 26,000 communities where we claim privilege and responsibility, and who still do not belong. Thus we may increase the ability and inclination of every citizen to accept responsibility for the security of this democracy.

MRS. JOHN E. HAYES

The Call of the Gang

By AFTON SMITH



AVE you ever witnessed this scene? Billy is seated at the lunch table. He is gobbling his food. The gang is calling from the street. His mother hovers near. She speaks: "Now, Billy, stay right in that chair until you finish your lunch. And stop eating so fast. You have thirty minutes before school begins. And stop yelling at those boys. They can wait or go on without you." But Billy has already finished his lunch in three gulps, and he doesn't want any dessert. He is already on his way out. He has heard and answered the call of the gang.

His mother is left alone, complaining. "Why can't the gang wait until he finishes his lunch? Why is he so crazy about what the crowd is doing? I believe he would be glad if he were forced to live forever in a cave with a bunch of boys and never have to come home."

It may give this mother doubtful comfort to tell her that almost every child of Billy's age learns to answer the call of the gang much more promptly than he answers the school bell or mother's call. But it may give her greater comfort to tell her that Billy's eagerness to run with the crowd can be regarded as a good sign of healthy, normal, social growth on his part. In the preadolescent years children begin to play together in loosely organized games. Each is out to win for himself, and the group breaks up and reorganizes frequently. The base-

ball team in the back yard or vacant lot next door may disband several times a day only to reorganize with renewed fervor the next morning. The team falls to pieces each time some member refuses to take his turn in a minor position, and they all quit and go home. They are not mature enough to subordinate self to the common welfare of the group. They cannot work toward a remote end of victory for the team rather than immediate glory and satisfaction to themselves. But they are learning.

As the child matures into that period known as early adolescence he becomes able to participate in group activities requiring more and more team play. As he progresses into later adolescence his enthusiasm for cooperative activity does not seem to lessen. He likes to work with his companions whether it be in sports, dramatic or literary clubs, social clubs, or young people's religious groups. As many as 848 different kinds of highschool and junior highschool organizations have been listed in the United States. The list includes almost every kind of club imaginable—literary, language, scientific, commercial, church, scout, social, music, art, athletic, and many others.



The early adolescent stage, of course, represents the cruder, beginning stage of such cooperative groups and is frequently referred to as the gang age. The mother's question as to why they are crazy about the crowd can be answered only in the most general

terms. Yet it is interesting to speculate upon possible reasons for this interest in the gang.

THE CONSENSUS OF OPINION as voiced in the most recent literature on the subject is somewhat as follows. We are what we are largely because our experience has made us so. You may call this experience by any name you please—environment, home and community influence, or social pressure. For example, the young child learns very early to desire the presence and services of others—first perhaps, the mother's care, affection, and approval, and next, attention from other members of his family. If he were never to be taken outside the family perhaps he might always be satisfied with only family companionships. However, he is taken outside the family frequently, and at around six years of age he is thrust bodily into a whole new world of school associates of his own age and left there six hours per day, dependent upon these companions for approval and for exchange of services. He also develops a whole range of new interests which often bear only a remote relationship to his family interests but are closely allied to the interests of his companions at school. Because he is young his new interests are intense and his companions of the same age feel a similar intensity. Therefore, they develop much in common. But his family at home evince merely a mild adult approval, or perhaps even frown upon his behavior. Parents, you know, may even sit down hard upon a young explosive enthusiasm simply because it is explosive and not because they consider it socially undesirable. Thus, the child comes by degrees to feel more interest in the crowd life than in the family life. Somewhere between six and twelve years of age he makes a normal transfer to the gang and has, we hope, found for himself an emotionally healthy place within its charmed circle.

Watch the boy when he thinks he is entirely free from mother's all-seeing eye or daddy's kidding grin. Note how his real self blossoms out under the sun of group approval. His horseplay or smart jokes are not funny to us; they are silly. But the gang enjoys them, and his tales of courage and prowess are accepted by his equals. He wears his cap on one ear and speaks gruffly to his companions. He calls them by their last names and they feel complimented when he does so. No one is horrified at his crude behavior. Keep your sense of humor as a parent and reflect that you are looking in upon a school of life, where children are in what one author calls "the larval stage" of learning how to live with others. That adult is fortunate who gets an intimate inside view of the gang. For when the child returns to the society of adults he may take off his swagger and bluff and check it with the gang. If he were to wear it back to the home shelter, there might be scolding and teasing. In fact, the gang often provides a shelter of its own under which it may live in freedom. This shelter may be a cave dug in a

vacant lot, or it may be an eyesore shack built in an understanding parent's back yard. Here the crowd may meet and wear the gang's insignia of freedom and equality.

If we give the gang nothing to do, it finds things to do for itself. These things may be mischievous and antisocial. If we try to suppress the gang's activity, the members merely scatter, attach themselves to other groups, and begin over again. It is quite possible for the undirected gang to become a stepping-stone to crime.

On the other hand, any strong interest may be used as an educational incentive. The child's devotion to the laws and rules of the gang may be a powerful influence in teaching him to behave properly. Billy may learn many lessons from his crowd that we seem unable to teach him at home.

I watched a crowd of boys building a shack on a vacant lot next to my home. There was one boy who shirked his share of the work. He was told in no uncertain words that either he had to help or get out. His interest in the gang was stronger than his distaste for work; so he fell to and did his share. The gang taught him several things. He learned that one must share in the labor and responsibility of the group if one is to share in the pleasures of the group. He learned that the pleasure in a job completed is one of the best known satisfactions that can be experienced by the individual. He learned to adjust his plans and desires to those of his companions. His mother said, "It's strange how hard Jimmy works when he is with the crowd. But he doesn't seem so energetic when I want him to do anything!" The demands of the gang, of course, had provided a stronger incentive than the demands of the home, and, in this case, equally valuable learning. The gang which has something constructive to do and which works or plays under proper supervision may become an effective school for social education.

WITHIN THE GANG the child may practise the social virtues on his own level of understanding. He is able to practise loyalty to the gang before he is old enough to experience allegiance to church or state. He may learn to carry his share of group responsibilities in the gang before he is able to share in community and civic responsibility. A study of the standards of gangs shows a creditable list of loyalties, rules of fair play, cooperation, leadership, incentive to compete with others in the group, and obedience to rules, which is obedience to law on their own level of understanding. Of course, every one of the above virtues may be misplaced in the undirected gang. There is loyalty to underworld leadership, and there is fair play among thieves. But the gang properly directed may apply these same virtues to constructive social ends.

The club work now so widely incorporated in church and school programs for young people is the out-

growth of the need for proper direction of gang interests. The club is an attempt to give proper direction to the gang. Vicious gangs in every city in the country have been transformed by wise leaders into constructive clubs with a consequent reduction in juvenile crime in those neighborhoods. "The Scout movement lightens the load of the juvenile court judge," says one. "When young people are happy and busy, the juvenile court is idle," says another. School, church, and neighborhood clubs are often but the neighborhood gangs redirected along constructive lines. An interesting example is found in a community program which has been widely sponsored by the American Legion. Local American Legion posts have sponsored, organized, and directed baseball games between local groups of youngsters of the sand-lot age. I have seen a summer's series played off with the whole town turning out for the finals. As much enthusiasm and energy were released as if the World Series were being played in that town. In the meantime several gangs of youngsters had been directed toward organized, constructive use of their leisure time.

The 4-H Club movement is another example of a most effective organization of young peoples' interests. It meets the rural boys' and girls' needs for group work and play. Community recreation centers everywhere make use of the child's gang interest in their organization of all sorts of athletic, dramatic, and handwork clubs.

TAxes or Community Chest funds are well spent when devoted to community club work. Such funds are

especially well spent when they are used to employ a thoroughly trained club leader in the community. I say this because some recent research among two hundred boys ranging from twelve to fourteen years of age has revealed the fact that just any kind of a club with any kind of a program may be useless. The leader needs to know a great deal about the kinds of experiences which are needed to make youth what they should be; about the effect on the child of the many kinds of groups which we have not even mentioned in this paper; and about the use of and cooperation with other community agencies. Every parent can lend assistance to those agencies in the community which are directing the child's strong gang-age interests toward useful citizenship. The parents can lend assistance through backing the clubs and encouraging their own children to participate. They can invite the club groups into their home.

After all, Billy will come home when he gets hungry and when he needs sleep. He will come in frequently for affection and to renew his feeling of security within the family. He really cares more about home than his mother thinks. His parents are shaping his future more surely perhaps than is the club director or the members of the gang. The parents are not relieved of all responsibility, but the intelligent club leader is a powerful ally of the family in these modern times. He is also a good friend of the gang.

We hope we have helped Billy's mother to understand, first, why her son so eagerly answers the call of the gang, and second, how to use her community resources for the proper direction of his gang.

Society's Gifts for Today's Children

By FRED L. ADAIR and EDITH L. POTTER



S WISE men brought gifts to honor childhood, today a wise society brings priceless gifts to all children through a knowledge and appreciation of progressive scientific principles which can and should be generally applied in improving the welfare of parents and their babies.

The newborn baby comes into the world handicapped or helped by its hereditary background and its maternal environment during pregnancy and labor.

The hereditary influences go back through each parent for many generations and are transmitted through the tiny male and female germ cells. Even if we knew the ancestral tree for many generations it would be impossible to prophesy the future development of the offspring. We do not know the characteristics held in a germ cell and not all the germ cells of the same parent contain the same characteristics. One cannot foresee what will result from the union of the two germ cells as the germs of the one modify those of the other. Such hereditary factors result in individual variations and characteristics within the same family, each child, as the result of its hereditary and environmental influences, developing its own individuality. It is interesting to note that in families in which twins are born the physical and other characteristics of single-egg twins are more nearly identical than are those of double-egg or fraternal twins. This seems to be true whether they are reared in the same or in different environments. Persons of inferior and of superior qualities grow and develop unexpectedly with an apparent heredity and surroundings which would not be expected to yield such individuals. It must be remembered that hereditary influences strike back far into preceding generations. Occasionally unusual combinations of parental germ cells result in unusual individuals. In the main, however, the germs flow through successive generations producing superior, ordinary, or inferior types of descendants.

There are many instances of superior, of ordinary, and of inferior families, and there is probably little doubt that the families originating from great leaders by intermarriage founded the aristocracies and royalties which are rapidly passing into history. Of course the more or less forced marriages of these groups

were determined by political, social, economic, and other influences rather than scientific.

To its ancestors the child must look for the potential qualities with which it begins its existence. From them come the color of its eyes and hair, the shape of its head, its body contours, the type of nervous system with which it is endowed, and all the other qualities by which an individual is characterized. Every child derives from its parents the material from which it is created; the parents in turn have each resulted from the mating of two individuals; and so for many generations back the decision of two individuals to become parents has been shaping the destiny of the unborn child and determining what building stones may be available for its development.

The germ cells of the future father and mother may contain all the requirements necessary to complete normal development of each offspring, or they may be seriously defective. They may carry abnormalities in the cells derived from their forebears which they may transmit to their children. The personal decision on the part of the individual not to bear children and the attempt of society through legislation to prevent procreation by those who are feeble-minded, insane, or afflicted with serious inherited abnormalities will result in fewer handicapped children and eventually in an improvement of the race.

The ancestral germ cells may have other abnormalities than those produced by inheritance. They may respond to conditions which have an ill effect on the man or woman and thus become an unsuitable source of cells essential for the creation of a child.

If the man and woman who wish to have a child have been created from sound germ plasm, if they have been well nourished and protected from the ravages of disease or environment, if their emotional and mental development has been sane, they bring the richest of gifts to their child.

II

ONE CANNOT reasonably interpret the results of marriages from the point of view of hereditary influences alone even if the exact parentage and ancestry are always accurately known. The number of descendants in human beings is relatively small and there are so many environmental factors which must be considered that conclusions are difficult to establish.

Environment is usually considered to be something that affects us after we are born, but we must remember that there are influences which affect the formation of the germ cells. We do not know that the effect of environment on germ cells can be transmitted from one generation to another; but we do know that in certain instances the effect can be shown in the development of the individual which results from the union of such germ cells. This is known from experimental work on animals and of course cannot be demonstrated with certainty upon human beings. We do believe, however, that certain chemicals, dietary constituents, and diseases affect the germ cells and modify the development of the offspring. There is evidence that radiation affects the germ cells. We know that in male animals the application of heat affects the fertility of the male cells. There is evidence that certain chemicals such as calcium, the vitamins, and the hormones affect the germ cells. Little is definitely known about the effect of the habitual use of alcohol and tobacco upon the germ cells. It is well substantiated that prolonged exposure to lead poisoning on the part of either prospective parent often makes it impossible for them to have normal offspring. Legislation in the form of laws safeguarding the worker and reducing industrial hazards may be of benefit not only to the individual primarily affected but to the future generations as well.

Thus far society has done little to protect itself from the inroads of defective individuals. It is true that many of them are segregated in various ways, but this is done too late as many of them have already transmitted their defective germs to others who continue the increasing propagation.

III

NATURALLY AND RIGHTLY we all cherish our individual freedom, the rights which have been won with so much suffering and difficulty through the past centuries; but the freedom of one is necessarily limited by that of another and is not absolute but only relative. Such freedom does not include the right to hurt or injure another or the group. Like the development of an individual, now slowed, now accelerated, the development of society proceeds in a wavy zigzag line, but trends slowly forward and upward.

Civilization progressed more rapidly in relation to its physical and cultural aspects than it did in relation to its knowledge of the function and care of the human body. The desire for greater physical comfort and for easier, more effective methods of per-

forming wearisome tasks led to the discoveries and inventions that have made possible our present level of economic and social existence. For centuries, however, despite the increasing growth of general knowledge, illness and disease were considered beyond the realm of human control. A pestilence which wiped out scores of men, women, and children was considered as punishment meted out by offended or neglected gods to a wicked, sinful people. It was not until the microscope had been invented and men, eager to see a heretofore invisible world, had discovered the existence of the minute forms of life which we now know as bacteria, that it was realized that there might be other causes of disease than divine disfavor and other methods of control than the pacifying of gods or devils.

Since the discovery of bacteria the field of medicine has developed from myth and conjecture into an active, vital science based on accurate knowledge gained by ceaseless investigation and experimentation. It has made an immeasurable contribution to the well-being of mankind both individually and collectively. Many plagues have been eliminated, and it is now possible to eliminate most pestilences from the world.

Along with the increasing ability of medical science to alleviate and prevent illness, there has developed an increasing awareness of the need for improving economic and social conditions if all individuals are to be given an opportunity to be healthy and happy and to develop the potentialities for a complete existence with which they were fundamentally endowed.

In the children of a race lies its hope for future greatness. Let them be well born and well nurtured, given a chance for a normal development during a childhood protected from blighting influences, and they will grow to manhood and womanhood ready for complete participation in, and enhancement of, the world in which they live. An attempt to make this possible is society's gift to children today.

IV

WHEN IT IS GENERALLY realized and understood that hereditary and environmental influences are at work both before and after the birth of a baby and that the biologic laws which govern human propagation may be utilized to help or harm society, then will we begin to establish measures for the control and elimination of the detrimental influences. Progress in this direction should be and will be slow as our knowledge is incomplete and the best



procedures not fully comprehended. There are certain ideas and procedures which seem to be well established in principle but as yet are not universally adopted and applied. It is known that premarital examinations are both desirable and valuable for the protection of the individuals concerned and of society. At present if they accomplish nothing more than the elimination of marital syphilis, gonorrhea, congenital disease, and blindness, they are worth while. In the future, after the principle of voluntary and compulsory premarital examination is generally established and our knowledge of human inheritance and environment is increased, their value can be extended to the enrichment of society. Society sorely needs superior individuals if the manifold problems of our complex civilization are to be properly solved.

After premarital examination and care has established that a satisfactory state of health for marriage and parenthood exists, the necessity of adequate prenatal care must be realized so that sufficient attention will be given to the pregnant woman.

After the infant has been endowed with these potentialities for development it must still live nine months within the mother's womb, and successfully undergo the process of birth before it can begin an independent existence. Since its environment can be modified only by conditions which affect the maternal well-being, the mother must protect her child by safeguarding her own health. Its nutrient comes only from the food she assimilates or has stored in her tissues, and deficiencies in diet, particularly in vitamins and minerals, may retard the child's growth or cause it to be born prematurely. Heavy work and long hours of labor are frequently detrimental to the unborn child and as society has introduced customs and laws to prevent growing children from the handicaps of long hours of work, so should it protect, not only the mother, but also the newborn child from harm because of exhaustion and faulty nutrition and disease.

Further assurance of a satisfactory environment for the unborn child must be made by close observation of the mother in order that any disturbance in her state of health complicating pregnancy may be immediately detected. The early detection and treatment of kidney disease and abnormal blood pressure may lead to the preservation not only of the infant's life, but of the mother's as well.

V

AFTER THE INFANT DEVELOPS normally for nine months it comes to the most crucial period of its entire life. The relatively short time during which it is being born and the hours immediately after birth, when it is making its adjustment to an independent existence, take a much higher toll of life than does any other time during the entire period of existence.

Even if harmful prenatal and natal influences do not kill the mother or baby, disability may result and

continue through the remainder of their lives. Many of the conditions which affect the health and life of the baby before birth also affect it subsequently. Injury, infections, and faulty nutrition are among the most frequent and important. The newborn infant goes through a critical period the moment it is born. It must begin to use its lungs and breathe, which means changes in the action of the heart and circulation; it must adapt itself to a temperature which is 20 or 25 degrees lower and rely on its own heat mechanism; it must acquire its nutrition through its stomach instead of through the afterbirth; and it must take care of its elimination through different channels. Many of these adjustments to a worldly and independent life must be made rapidly. There cannot be much delay in establishing breathing, as a few moments lost may mean death.

Infection may be acquired through various avenues—the navel, the eyes, or the stomach—and result disastrously, in disability or death.

The nutrition of the newborn is of utmost importance, adequate nutrition insuring not only good health but proper development. It must never be forgotten that the nutrition of a young, developing, and growing person is different in its requirement from that of a fully developed individual. The young require the essentials for both maintenance and growth; the mature, only for maintenance.

The freedom from or subjection to the contagious diseases during childhood or adult life may determine whether the heart, lungs, and kidneys of the woman will be sound and healthy or whether they will fail when later put to the crucial test of pregnancy by supplying nourishment for and eliminating the waste products of her own body and that of her offspring.

Any mental, emotional, or physical strains which warped childhood may be evidenced later by a nervous instability or physical handicap which make pregnancy a burden and the care of a newborn infant a nightmare.

During the entire period of childhood, adolescence, and young womanhood the psychical and physical status is being developed, the adjustment to the external world is being made, and the entire foundation is being laid for the type of environment her unborn infant will have during its life before and after birth.

VI

IT IS VERY IMPORTANT in viewing the life of any individual man or woman to remember that the life of the individual begins and ends within a relatively very short space of time but the life of the human race goes on and on for centuries.

It has taken thousands of years to reach the level mankind now occupies. For the most part nature has determined and will continue to determine the course of events.

In past centuries the life of man was closer to nat-

ural forces than it is at present when we are shaped and surrounded by newer and more artificial environments. Many individuals now survive and increase their numbers who have succumbed under more harsh and primitive conditions. Thus those who were unsuited to such an environment did not survive.

Many valuable lives are now saved which in the past would have been lost; but, conversely, many lives of those detrimental to society are also saved. Fewer

are born but more survive. It is important to consider trends and to understand the laws of human heredity and environment, and to attempt to devise ways and means of shaping human destiny by a better understanding and application of principles and procedures which will prevent injury, disability, disease, impairment of health, and death, of mothers and their babies. This should be accomplished not only for their own sakes but for the best interest of mankind.

STIMULATING AND HEARTENING news comes from a local chairman in her Summer Round-Up report. A member of her visiting committee, in her house-to-house canvass in the spring, discovered a crippled child in a remote section of the county. The child had been crippled since its birth, which was unattended by a physician, and the parents, bewildered and hurt, had not reported the case nor sought medical advice. The visitor sensed the apprehension of the mother and won her confidence, with the result that the child was examined by a local physician, who referred the case to an orthopedist. With the aid of Social Security funds available for the care of crippled children, arrangements were made for hospitalization of the child and she was operated upon early in the summer with excellent results. Though she is still temporarily wearing a cast, a summer of fresh air, sunlight, and companionship with other children has changed her from a shy, frightened waif to a gay, happy youngster, and her parents look forward to a future in which she may lead a normal existence free from the handicap they had thought would always limit her activities.

"If not one other thing had been accomplished by the Summer Round-Up," states the chairman, "we would feel more than repaid by the finding of this one case and being instrumental in its cure."

LILLIAN R. SMITH, M.D.

*National Chairman
Summer Round-Up of the Children*

Children Are Different

By ELISE H. MARTENS

How Are Children Different?

SOMEONE has said, "There is one way in which we are all alike and that is that we are all different." Children are no exception to this statement. Every child is different from every other child, not only in his physical appearance, but in his personality and intellectual characteristics. Even a pair of twin sisters, who to an outsider look alike as two peas, are to their parents different from each other in both looks and behavior. Parents know that two children growing up in the same home may be so different that they can scarcely be recognized as sisters or brothers. Teachers know that forty children in the same classroom have different physiques, different interests, different capabilities, different problems of behavior. One may be small for his age, while another will be large and well developed. One may be quiet and unobtrusive; another will be boisterous and aggressive. One may learn slowly; another may be so quick to learn that it is hard to keep up with him. Physical, mental, and temperamental characteristics may be opposite as the poles; but whatever the combination may be that is found in a particular child, it constitutes a total personality whose individuality is always to be respected.

Consider the Martins, for example. Barbara is reticent toward strangers, while Jimmy makes friends easily. Jimmy has made brilliant records at school, while Barbara's progress has been much less spectacular. Patricia is a born manager. Dicky has exciting outbursts of temper. No one of them ever ran away from home before, exclaimed Mrs. Martin. Why should Jimmy do it now? Immediately a challenge is presented to Jimmy's home and to his school to *find out* why—and *to do something* about it.

Should We Try to Make All Children Alike?

ONLY IN SO FAR as it is important for every child to learn and to apply the same fundamental truths of knowledge and behavior should we try to make all children alike. Every child should learn to be a good citizen and to develop those characteristics which are considered a good mark of citizenship. Every child should learn to read, write, and figure sufficiently well to get along in his sphere of life. Every child should learn to *make a living* as well as to *enjoy a living*. Every child should function physically in the best possible way. Beyond these general essentials which should be common to all there is room for infinite variety in this world of people.

Machines in the making go through factory processes and come out identical. But children are living, growing, vibrant human beings, each with his own place to fill in the world and his own contribution to make. What a monotonous, inefficient, unhappy world it would be if they all looked alike, acted alike, and thought alike. Individual differences are a

priceless blessing. They should be encouraged, in order that each child may be able to give expression to the best that is in him in his own way.

Some Questions to Think About

ANALYZE AS WELL as you can the characteristics of each child in your home or (if you are a teacher) in your class. How does each child differ from the others in (1) physical appearance; (2) physical energy; (3) ability to do school work; (4) ability to make friends; (5) emotional outbursts; (6) things he likes to do; (7) sensitiveness to hurts; and (8) other characteristics that stand out in any one of them.

FOR its radio project for 1938-1939 the National Congress of Parents and Teachers is cooperating with the United States Office of Education in presenting a series of broadcasts, "Wings of the Martins." This series, which will be heard weekly over the blue network of the National Broadcasting Company, 9:30-10:00 p.m., E. S. T., dramatizes the life and adventures of the interesting Martin family. Each month the *National Parent-Teacher* will devote a page to the interpretation of some of the problems presented in these broadcasts.

Books In Review

PSYCHOLOGICAL FACTORS IN MARITAL HAPPINESS. By Lewis M. Terman. McGraw-Hill Book Company, New York. 1938. \$4.00.

WHAT factors promote marital happiness is of concern to parents, both because they are interested in making their own marriage successful and because they want to assist their children in becoming prepared for happy family life. For generations social philosophers have speculated as to the causes of marital maladjustments, but not until recently has the problem been attacked with the techniques of psychology and statistical analysis. Lewis M. Terman, of Stanford University, who ranks with E. L. Thorndike of Columbia University as an outstanding contributor to modern psychology, has summarized in *Psychological Factors in Marital Happiness* the results of years of investigation involving 2,484 subjects including 1,133 married couples and 109 divorced couples.

The first step in the investigation was to determine the degree to which the couples were happily married. As subjects he used a reasonably good sampling of the urban and semiurban married population of California at the middle and upper-middle cultural levels. The married couples who cooperated in the study were assured that their replies to all questions would be kept confidential, and there is every reason to believe that they answered as truthfully as possible. By means of a series of weighted questions the marital happiness score of each individual was computed. This was based upon such information as: average amount of agreement or disagreement between husband and wife, customary methods of settling disagreements, regret of marriage, choice of spouse if life were to be lived over, contemplation of separation or divorce, subjective estimate of happiness, and the like. The happiness scores ranged from practically zero to a maximum of 87 points, with approximately the same average scores for husbands and wives. The scores of husbands and wives correlated to the extent of .60, which is not a high relationship and shows that the happiness of one spouse may be quite independent of the happiness of the other. This is in keeping with the findings of the latter part of the study, which

showed that one's happiness in marriage is largely dependent upon one's own personality characteristics.

TERMAN THEN MADE a careful analysis of the personality patterns of his subjects to see what qualities were related to marital happiness. By noting the items that differentiated between high and low happiness scores he arrived at certain conclusions. He found, for example, that it is characteristic of unhappily married individuals to lose their tempers easily, to be prone to argue and fight, to be domineering and untactful, to lack self-confidence, to be self-centered, and to be socially unconventional. Terman points out, however, that none of these qualities necessarily causes an unhappy marriage; rather, they are predisposing factors.

On the positive side of the ledger are stated certain background factors which are associated with marital happiness. Among these are: happily married parents, a happy childhood, love of parents, parental frankness about sex matters, and wholesome premarital attitude toward sex. Although these factors are statistically related to marital success, the investigation does not show whether they are causal or whether they, too, are the result of other forces, such as sound heredity operating in a wholesome social environment. Terman's evidence shows that the amount of marital happiness in the home in which one is reared is more closely related to one's own marital happiness than such factors as family income, occupation, presence or absence of children, and spouse differences in age and schooling. This is an especially significant finding, one which every parent should carefully consider. Contrary to certain psychoanalytical opinions, strong attachment to either parent is markedly favorable to happiness in marriage. It was found that firm but reasonable discipline in the parental home was more conducive to marital happiness on the part



of the children than either stern discipline or lack of definite control.

The section on sex factors revealed that all the sex factors combined are far from being a major determinant of success in marriage. A careful reading of this section, however, will prove most enlightening to married couples, who will be impressed by the marked contrast between the findings of this survey and the content of the best sellers on sex relationships in marriage.

Psychological Factors in Marital Happiness is a book that should be carefully studied by all who are sincerely interested in problems of married life. It dramatically pushes aside a host of misconceptions concerning marital happiness and presents a body of well-substantiated evidence in their stead. An extended series of discussions with parent-teacher groups might well be based on this comprehensive and thought-provoking volume.

MITCHELL DREESE

WINGS OF GREAT DESIRE. By James Gray. The Macmillan Company. New York, 1938. 518 pages. \$2.50.

HEALERS, saints, and research workers in all generations have come by stores of knowledge and wisdom that possesses great value for parents. And in our time they are giving freely of what they have learned.

But scholars, saints, and physicians are not the only sources of true knowledge and wisdom concerning the ways of parents and the answering ways of children. Among artists also may be found insights and wisdom of great value to parents. For artists see deeply into commonplace events and everyday relationships. What they have to say—and, too, the media through which they speak—kindles appreciations, deepens self-understanding, releases inhibitions, and often stirs to action. Some contemporary novelists possess profound understanding of parent-child relationships. Artist-writers, they have also become teachers, although most of them would doubtless protest a title that still carries a didactic connotation.

James Gray is such a writer, and his most recent novel, *Wings of Great Desire*, is a particularly rich source of insight and wisdom for parents who want more than information about child development and family life. Its five hundred pages contain many whimsical and delicious episodes. Who can forget those two eager faces peering at the family's first dinner party through the slowly opening pantry door; or the bulky father, now Mayor of Drummond, trudging off to fish with his chubby eight-year-old, all pockets bulging; or the shy child acting plays through all by himself. But let no one think that the realities of parent-child relationships are all pleasant. Those who read with understanding must be prepared for disillusionment and pain, as well as pleasure.

Faith Winchester, daughter and sister, later Mrs. David Fraser, wife and mother, lives from the 1880's into the 1930's, not among things, but amid the yearnings and regrets, the conflicts and struggles, the failures and achievements, of the members of her families. Her life unfolds through a series of dated sketches. By writing about her thoughts and feelings and about the inner lives of those around her, by describing memories and the moods they evoke, and by tracing the cause of alternatives as they are weighed, and of thoughts and feelings which impel to action, the author induces similar currents in the reader. The tempo of his writing, changing with the intensity of the experiences recounted and with the ebb and flow of the fortunes of the Fraser family, further stimulates the reader to live Faith's life with her and with her husband and their children.

What Faith's father and mother mean to her during childhood struggles to understand those around her and to keep pace with the advancing years is reflected in her developing relationships with her own children a generation later. As her unhappy father had found peace and joy in companionship with her, so Faith, the fulfillment of her father's frustrated ambitions, finds deep satisfaction in intimacies with her third child, a son. It is he who makes up for her overpowering sense of failure with her daughters, and it is he who provides solace when she is disappointed in her husband. But he never outgrows the need for his mother. He becomes a man with the emotional life of a child. War service leaves deep scars. Insights come at last, but he is powerless to change. Under their acid action, he corrodes still further and finally takes his own life. And as Faith's mother, through depending daily on her resourcefulness, loses the love of her daughter while she is still a small child, so Faith, become mother, early loses the affection of her daughters. However, as they mature, they develop an understanding and tolerance for her, and a pride in her professional accomplishments. If not affection, at least they give her adoration.

The meaning of all this never wholly appears to Faith. Her will is so strong, and her feelings are so all-encompassing and powerful that the effects escape her. Feverishly aware that her children are not fulfilling her ambitions for them, she wails, "Oh what did I do that was so terribly wrong!" Yet she cannot deny that the three who are left have ambitions. They work, they even live excellently, each in his own way—the eldest a novelist, the second an actress, the fourth a labor organizer. Dimly understood, these thoughts are only faintly satisfying. She returns doggedly to work. Her children, however, see it all more clearly. Nina, the eldest, is speaking to Bruce, the youngest: "Mother is a strong, dominating creature. We've all had to fight her in order to be allowed to be ourselves. But I adore her—that antagonism between us ended years ago."

"I didn't have to fight mother," Bruce said. "I think she was never very much aware of me."

"No, you were the rejected child. But maybe it made things easier for you. But don't you know, Bruce, that all the while we were fighting mother we *were* mother, just below the surface of our revolt? We are all what mother made of us, by her faith and her example—Grandfather Winchester wanted the excellent life—religious faith—mother gave his faith a new interpretation—she wanted a heaven, too. Now the story of faith in man is being told over in us—you and I are obsessed with exactly the same desire. We are all bursting with passion for the excellent life."

"She has been terribly unhappy, Nina—often because of her own mistakes."

"Of course she's been unhappy, and of course she has made mistakes. People who are impelled by idealism always do. She has disturbed the lives about her. She has even drawn them into tangles. But her children have received from her their best inheritance: the

faith that something can be done with the world—that—survives all the confusion and passion and pity and misery of human life."

AN INTRODUCTION to a sketch which David writes while free-lancing during one of the lean years, and which Faith approves, reveals the author's purpose: "I sometimes wonder why the earnest students of child life seem to learn so little about the way in which children's minds really work. Behind the lovely unintimidated gravity of a little girl's face intense dramas are being enacted, which, if we took the trouble to understand them, would clarify many of the problems of non-cooperation among our younger citizens." If people would only take the trouble to understand the intensely dramatic lives of children, then our problems with these children would become clarified. This is the statement of a teacher, not of a pedagogue. In *Wings of Great Desire*, this purpose is accomplished with passion and with delicacy.

RALPH P. BRIDGMAN



A GOOD LIBRARY is the best neighborhood a man can have. Lonely people need never be lonely when they have only to open doors into a thousand different years full of handsome and brave men and women. Sorrowful people can escape sorrow, and let in the sun on themselves by a thousand casement windows which are the covers of books. A few books are cities of friends.

ROBERT P. TRISTRAM COFFIN

IN BOOKS men and women can find actual extension of their experience, liberation of being; understanding of other men and women, and of children, and added sympathy for them; and, if rarely, sudden illumination of their own lives and destinies, incalculably precious.

JOHN T. FREDERICK

WE OUGHT when we put down a book to feel a deeper sense of completion of self, not of escape from it. We ought to understand that self better and feel in closer accord with it and more content with it. If we do, then the book is literature, and literature has made its contribution to life.

PEARL S. BUCK

Guiding Principles



THIS is the fourth of a series of discussions which will interpret basic principles and fundamental policies for parent-teacher associations as adopted by the National Congress of Parents and Teachers. The Vice Presidents of the National Congress will contribute the articles in this series. It is hoped that through the practical application of these principles the local association will find help in achieving the purposes and aims for which the parent-teacher association exists.

for PARENT-TEACHER ASSOCIATIONS

arouse and sustain the interest of those who should constitute the membership of the parent-teacher group, for there is rarely an association that is completely homogeneous. The parent-teacher association is a democratic organization, not only in methods of procedure but in respect to the types of people who make up the membership. The audience, or even the participating members of any local group, will ordinarily represent a cross section of the people who make up the community. To have as a part of the program something that will appeal to everyone in the group becomes a difficult task, the difficulty of which increases in direct ratio to the number of types within the group.

It is apparent that there should be on every program something that will be informative, something that will be entertaining, and something that will create among the members a desire to accomplish definite results for the welfare of children and youth. The failure to interest some or all of the people often comes from the failure to adapt the program to the varying group elements.

It is in the matter of entertainment features that the parent-teacher association may fail most seriously. Ideas differ as to what constitutes entertainment! I remember so well sitting in a parent-teacher meeting one night listening to what I thought was a thrilling talk. I was listening intently, wishing others might be there to hear and enjoy it, when I heard someone behind me say, "How much longer do you think we will have to listen to this stuff?" Can two people ever agree as to whether a program, a movie, or a book is entertaining, interesting, or dull? Even those with the same cultural or social background seldom agree as to what is enjoyable or entertaining. Certainly, when it is a question of entertainment for groups so heterogeneous in character as are most of our parent-teacher associations, it is inevitable that there will be difficulty.

IT IS a far cry from the day when a small group of women meeting at Lake Chautauqua discussed the ever vital question of what mothers might do for a happier and healthier rearing of children, to this day in 1938 when more than 26,000 groups of mothers, fathers, and teachers meet regularly in parent-teacher meetings to discuss the question of how the patterns for a democratic citizenship may be laid in home, school, and community—how each individual may learn to think and act as a good citizen in all of his relationships. This task of preparing the next generation to live successfully in a democracy was from the beginning recognized as too big for either the home or the school to undertake alone. As an outgrowth of this realization the parent-teacher association came into being in the year 1897.

The democratic character of the organization as well as the phenomenal increase in the number of parent-teacher associations permitted no long-time or deliberative planning for the maintenance and promotion of the work of the organization. As a result, the parent-teacher association has not had time to free itself from many of its problems—some identical with those of the days of Chautauqua. One of these problems concerns the undertaking of such activities for money raising and entertainment as will have social and educational value to the members.

Many parent-teacher associations seem to experience great difficulty in developing a program which will

IT HAS BEEN STATED that entertainment features should have social and educational value for the members of the group. This does not imply that the program should be "high-brow." Features that are beyond the powers of the members to enjoy or appreciate yield little satisfaction and are not desirable. It may be said merely that all people enjoy best the simple, dignified types of entertainment that leave them a little happier because there has been a look upward rather than down.

It is true too that people enjoy most those activities in which they have had some sense of participation. Therefore, when a program is being planned, it is well

to make an attempt to have as much group participation as possible so that the greatest degree of satisfaction may be afforded to the members. Sometimes I wonder if we are not letting ourselves and our children be altogether too passive in our desired types of entertainment. Would people rather see and hear than do? We and our children have become so inured to being the audience before which the puppets pass to entertain us that we feel no responsibility and sometimes even lack the ability to entertain ourselves.

It was not so in the early days of our country. Our pioneers made their own fun, and fun meant participation by every member of the group. Cannot parent-teacher members help to revive something of this old idea of entertainment and thus restore some of the old things that were classified as entertainment?

I WONDER whether perhaps some of the things done in parent-teacher meetings under the caption Entertainment are not just the lazy way out! It is so easy to ask the music teacher, or the teacher of dramatics, to see that some form of entertainment will be available for the program. Perhaps this method should not be utterly condemned, since the features provided might be classified as a demonstration of

what is being done with music or drama. But perhaps members say, "I don't know just what to have for entertainment this month." And then someone will answer, "Why, Mary Helen took tap-dancing last year. Let's have her dance." Exploitation of children for entertainment should be avoided, although we realize that a crowd can always be drawn when children perform.

Perhaps when school children are used on the programs parent-teacher members do not stop to consider the many things that enter in: the nervous and emotional strain the children undergo; the late hour they will have to be up; the time taken from

their regular program of work and play; the danger of going home at night after the evening session; and so on.

Could not a definite policy be set up never to use individual children on parent-teacher programs as a method of entertainment? If children are used to demonstrate something parent-teacher members should know, how carefully must they consider and how wisely

must they choose when and under what circumstances their services should be asked. The definite objective of the welfare of children should constantly guide members in this problem.

One large entertainment a year carefully planned as a community affair can usually be made the occasion for raising the funds necessary for financing the activities of the association for the year and for helping people to get acquainted and to have a good time through working and playing together. Even though no definite rules can be laid down, certain guiding principles can be indicated as suggestions to be followed. As large a number of members as possible should participate. The entertainment should be free from objectionable features involving the unwise use of children's time and talents—free from all exploitation of children. The program should have definite social and educational value for the members and the organization.

MANY OTHER ELEMENTS enter into the problem of ways and means of raising money. There are so many things a parent-teacher association wishes to do that are desirable and even necessary for the vigorous growth of the organization that the question of how to get the wherewithal to do it becomes a real problem. So many easy ways present themselves—at least they seem easy until the members get involved. There are plenty of advertising concerns that come to parent-teacher members with easy and attractive ways to finance their

AS THE CHRISTMAS SEASON approaches our thoughts turn to the Great Teacher who came among us with a message of peace and goodwill. The lesson He taught 2,000 years ago of the brotherhood of man is at last beginning to be understood and appreciated. Men are acknowledging its possibility and conceding its desirability.

Educational institutions from the elementary school through the colleges and universities are attempting to build curricula that will give students a knowledge and understanding of other nations and other peoples in an effort to break down prejudices—religious, political or governmental, and social. And this is well. Too much thought and attention cannot be given by nations, organizations, and institutions to the great idea of universal peace.

The world is tired of strife and dissension. The world is looking for peace.

Is it not true that the hope for world peace is held in the hands and the hearts of little children? And whether or not this hope is realized in the years not far ahead depends upon the things they are taught in the home at the time they are forming their habits of thinking and their habits of living.

Christmas is a time when parents are making great sacrifices to bring to their children gifts that will give them joy and happiness for a season. The greatest gifts of all are the gifts of love and understanding which in turn beget goodwill and peace on earth.

INA CADDELL MARRS

activities, and high-pressure salesmanship often "gets them" before they realize the dangers involved. All too often it is not until they get into things that members find how undesirably involved they really are.

Are members sometimes tempted to use questionable methods which yield rich material returns but may lead into some of those petty gambling devices against which they protest when their children are subjected to them? A thorough knowledge of the guiding principles will not only act as a protection but will serve as a barrier against hurried and unwise actions.

It is well to plan ways and means of money making in such a way that the problem will not be a continuous and ever absorbing venture. It must not crowd out the program of activity for the welfare of children and youth that is the real object of the parent-teacher movement. Certainly the parent-teacher association must have money to carry on its program and activities, and the wise parent-teacher association in planning its work at the beginning of the year will think through carefully all that it wants to do. On one side of the budget which each association should have will appear the amount needed for all this estimated expense. Members should know from the beginning what funds they will need so that they can plan one or two financial ventures for this purpose. One or two big efforts carried through quickly will be far less burdensome to members than a constant drain upon them for the little things that keep money raising an ever present factor in their conception of the parent-teacher association.

Another danger to guard against is allowing money-raising activities to absorb so much time and thought that the attention of the members is diverted from the

main purposes for which the parent-teacher association is organized. Money making should be kept in its proper place; funds should never be solicited at meetings.

It has been stated that no active development has received so much of both praise and criticism, thereby contributing so much to both the growth and the failure of local associations, as the activities connected with "buying things" for the school.

It is wise to consult the school authorities before any plans are made to purchase equipment of any sort. This should prevent undesirable and unnecessary expenditures. The public often makes the mistake of expecting the parent-teacher association to provide conveniences for the school which should be provided from public money. Parents also sometimes make the mistake of thinking that material aid to the school is the function of a parent-teacher association and dissipate their energies in raising money, when the needs could have been supplied from legitimate public funds.

The parent-teacher movement has dedicated itself to work for the highest good of all children and youth, wherever they may be in this land of ours. It has set for itself the highest purposes and the highest standards in every phase of parent-teacher work, in money making and entertainment as well as in the central program of study and activity which has been planned as its method in working for the welfare of children and youth. No part of the work is little; but in those things that seem little, eternal care must be exercised so that the standards are not lowered. Money raising must be in accord with all other Congress activities!

DOROTHY SIGNOR BLAKE



The Family in a Democracy

PARENT-TEACHER STUDY COURSE

IN AN attempt to meet the needs of our day, the *National Parent-Teacher* presents as its Parent-Teacher Study Course for 1938-39, "The Family in a Democracy," outlined and directed by Dr. Ada Hart Arlitt, Chairman of the Committee on Parent Education for the National Congress of Parents and Teachers. The course is based on eight articles which appear monthly, September to April, in the *National Parent-Teacher* magazine.

The Citizen Goes to School

By HAROLD E. JONES
(See Page 8)

I. Pertinent Points

1. If society did not change it would be a simpler matter to train children for citizenship, but every generation sees material changes not only in foreign countries but in our own United States of America.
2. At present there are two contrasting points of view in regard to training for citizenship. One emphasizes the fact that we should teach children ". . . to understand the past and to hold firmly to the good things that the past has given us." The other states that we are less interested in teaching him to hold on to the past than in training him ". . . for a flexible and creative approach to the problems of citizenship."
3. The relation between children and their parents and between children and their teachers determines to some degree, at least, children's attitudes toward radicalism on one hand and their interest in dictatorship on the other.

II. Questions to Promote Discussion

1. What attitudes should the school encourage in order to promote the best ideals of Democracy?
2. How can the home cooperate with the school in developing citizens?
3. What are some ways in which training citizens in a democracy should change as the child passes from the nursery period to the primary grades and as the child goes from grammar school to highschool?
4. Describe some of the attitudes which children develop when they are inadequately trained.

STUDY COURSE ARTICLES

Soon We'll Vote (January)

THERE are many problems which the modern world presents to youth beyond highschool age. This age presents many phases of living which need constructive thinking both by parents and by their children.

Whose Quarrels Are These? (February)

INSTITUTIONS in the community are what families make them. If the community has elements which are harmful to childhood, it is largely because families have not cooperated in an attempt to change them.

Projects and Purposes (March)

DEMOCRATIC life has a place not only in the home but also in parent-teacher associations. The application of the principles that make for good living in a family would also make for better parent-teacher associations.

The Forward Stretch (April)

MANY of the conditions that we are now facing have been met before in the world. Economists and sociologists can sometimes predict from present conditions what may follow. A few of these predictions are contained in this article.

Our Contributors

AN OUTSTANDING and nationally known educator and mental hygienist, Dr. Lawrence K. Frank has been the associate director of education of the General Education Board since 1931. Dr. Frank is a frequent contributor to professional journals and serves on the boards of many organizations concerned with problems in psychology and education.

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DR. FRED L. ADAIR is professor of obstetrics and gynecology at the University of Chicago and chief of service, Chicago Lying-In Hospital. In addition to his classroom work, Dr. Adair serves as chairman of the committee on prenatal maternal care and of the committee on maternal welfare. Dr. Edith L. Potter, who collaborated in the writing of his article, is an instructor at Chicago Lying-In Hospital and engaged in research on the causes of infant and fetal death.

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LYDIA V. SWANSON has been head of the Child Development department at Iowa State College since 1936, and has been called upon frequently for writings and addresses dealing with problems of children and youth.

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DR. HAROLD E. JONES, director of the Institute of Child Welfare and professor of psychology at the University of California, contributes the fourth article in the Parent-Teacher Study Course. His present interests center around a series of studies being made under his direction which deal with the growth of young children and adolescents.

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DR. ROBERT G. FOSTER, formerly associated with the United States Department of Agriculture and in charge of its 4-H Club program, is director of the Advisory Service for College Women and Research for Women's Education at the Merrill-Palmer School. Dr. Foster's experience as a teacher on elementary, secondary, and college levels, his experiences as the father of two children, and his special interest in personality adjustments and family relationships, particularly fit him to write on preparing children for marriage.

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National Parent-Teacher readers will recall AFTON SMITH as one of the contributors to the *Parent Education Fourth Yearbook*. Miss Smith is a recognized

authority in child care and training and parent education, her work including not only teaching and research but actual contacts with study groups all over the country.

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A former teacher and psychologist, YULA S. MOORE is the wife of a pediatrician and the mother of two children. Mrs. Moore was for several years director of parent education classes supervised under the board of education and sponsored by parent-teacher associations.

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DR. GEORGE HJELTE, a professor at the University of Southern California, has been superintendent of recreation in Los Angeles since 1933 and is well known as a lecturer on recreation administration. Dr. Hjelte has done significant work for the advancement of physical education and recreation in California.

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DR. MITCHELL DREESE, professor of educational psychology at George Washington University, and Dr. Ralph P. Bridgeman, executive director of the National Council of Parent Education, contribute our book reviews this month. The editorial is from the pen of Mrs. John E. Hayes, first vicepresident of the National Congress of Parents and Teachers. Mrs. Francis H. Blake, a vicepresident of the National Congress of Parents and Teachers, presents the fourth article of our series on the Guiding Principles for parent-teacher associations.

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Children Are Different was prepared by Dr. Elise H. Martens, senior specialist in the education of the exceptional child, U. S. Department of the Interior, Office of Education.

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Harold H. Anderson's book, *Children in the Family*, is quoted on page 18 by permission of D. Appleton-Century Company.

THE index to volume XXXII, covering issues from September, 1937 through June-July, 1938 is now available and will be sent upon request. *National Parent-Teacher*, 1201 Sixteenth St., N. W., Washington, D. C.